

ANACORTES SCHOOL DISTRICT

Anacortes Pride

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AHS grad Kelly Thorne retires from Navy SEALs, Page 8

Living, learning in the mountains

Mountain School gives ASD elementary schoolers the opportunity to learn in the great outdoors

Identifying elderberries, learning to safely pick and eat nettles and nettle seeds, and examining, closeup, various animal skulls are just a few of the lessons fifth graders learned this fall at Mountain School.

A return to normal this year was supposed to include a return of the beloved Mountain School for all three elementary schools. And it will — just not on the expected timeline. Due to poor air quality in the Cascades, Island View and Fidalgo classes had to postpone their trips until next spring.

The three-day, two-night camp, located on Diablo Lake in the North Cascades, has been canceled the past two years due to the coronavirus pandemic. So it's extra special for this year's fifth graders.

Mt. Erie teacher Sheena Saleh says having the students learn and live in that

setting is invaluable.

"They learn differently. They become in tune with the environment and are experiencing firsthand what the naturalists are teaching," Saleh said. "And they're making connections to that world, to our Anacortes world, and beyond that just can't be made from textbooks in a classroom."

Mountain School is led by North Cascades National Park rangers and North Cascades Institute naturalists, who teach ethnobotany, forest ecology, biodiversity, food webs, glaciers and geology, watersheds and cultural diversity, all aligned with



Mt. Erie fifth graders returned to Mountain School in the North Cascades this fall for the first time since the coronavirus pandemic. Fidalgo and Island View Elementaries postponed their trip to the spring due to wildfires. Pictured are Max Andrews, Ann Montgomery, Will Hofheimer, Ruby Watson, Kailin Jurkovich, Archer Blake and Colton Laraby.

Next Generation Science Standards. The hope is that when students learn by touching, tasting, feeling and "living" their surroundings, they will be inspired to take care of it in the future.

Saleh says her students are already applying their learning. Fifth grader Everly Thayne loved the night hike and thought Mountain School was even better than she imagined it would be. Classmate Charlie Hart agreed.



MOUNTAIN SCHOOL
CONTINUED ON PAGE 3

Key Club celebrates 90 years

Anacortes club is the world's oldest of its kind



The AHS Key Club Executive Board is Abigail Goodwin, McKernan Bolland, Mica Gold, Ella Martinez, and Ulrich Fleming.

A very happy birthday to the Anacortes Key Club. This year marks the 90th for the high school service club that functions

"I can't wait to implement what I learned about leadership, delegation and organization."

— Ella Martinez, Key Club secretary

under the umbrella of Anacortes Kiwanis.

While there are two older clubs in the nation, Anacortes is the oldest continuously operating club of its kind in the world, having an active charter since its inception in 1932. At that time, Key Club was a service club for boys, with Bill Wells serving as president. Don Hume was later installed in the role. It wasn't until 1977 that girls were admitted, though now, the majority of its members are high school girls.

New leadership is breathing life into the once strong program

KEY CLUB
CONTINUED ON PAGE 7

Back in session



Students around the district returned to a more typical start of the school year after two years of coronavirus restrictions were either lifted or reduced. Above: Students at Island View Elementary, including Etienne Dole, line up for lunch. Below: Corinne Dekker and Eleanor McKinney arrive at Fidalgo Elementary, and AMS students Izabella Valencia, Alex Hughes, Andrew Rodman, Maxwell Helmreich, Theodore Pearson, and Kai Andersen work together in class.



Anacortes·Pride

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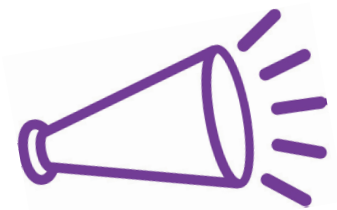
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Shout Outs



SUPPORTING MUSIC LEARNING

I would love to send a shout out to **Mr. Dyel**. All that he does to support music education in our schools, to foster creativity, and provide a class that kids look forward to is amazing for our community. He's engaging, kind, and instills all of the values we as a community thrive on. Thank you!

— Jeffrey Comstock, parent

HELP WITH THE NEXT STEPS

I'd like to acknowledge **Kara Fox**, one of the high school counselors. She has been so helpful and responsive to our questions about college applications for our senior. We are grateful for her guidance and support.

— Shannon Illston, parent

A WELCOMING TEAM

The following team is teaching my son in pre-K this year and he loves going to school everyday. All of them are very encouraging and communicative with the students and parents. And of course Lora Billow has been instrumental with my son. I can't thank the team enough: **Rebecah Morris, PK Mead, Megan Nash, Rachel Omdal, Carly Hendrix, and Danika Frisbee**.

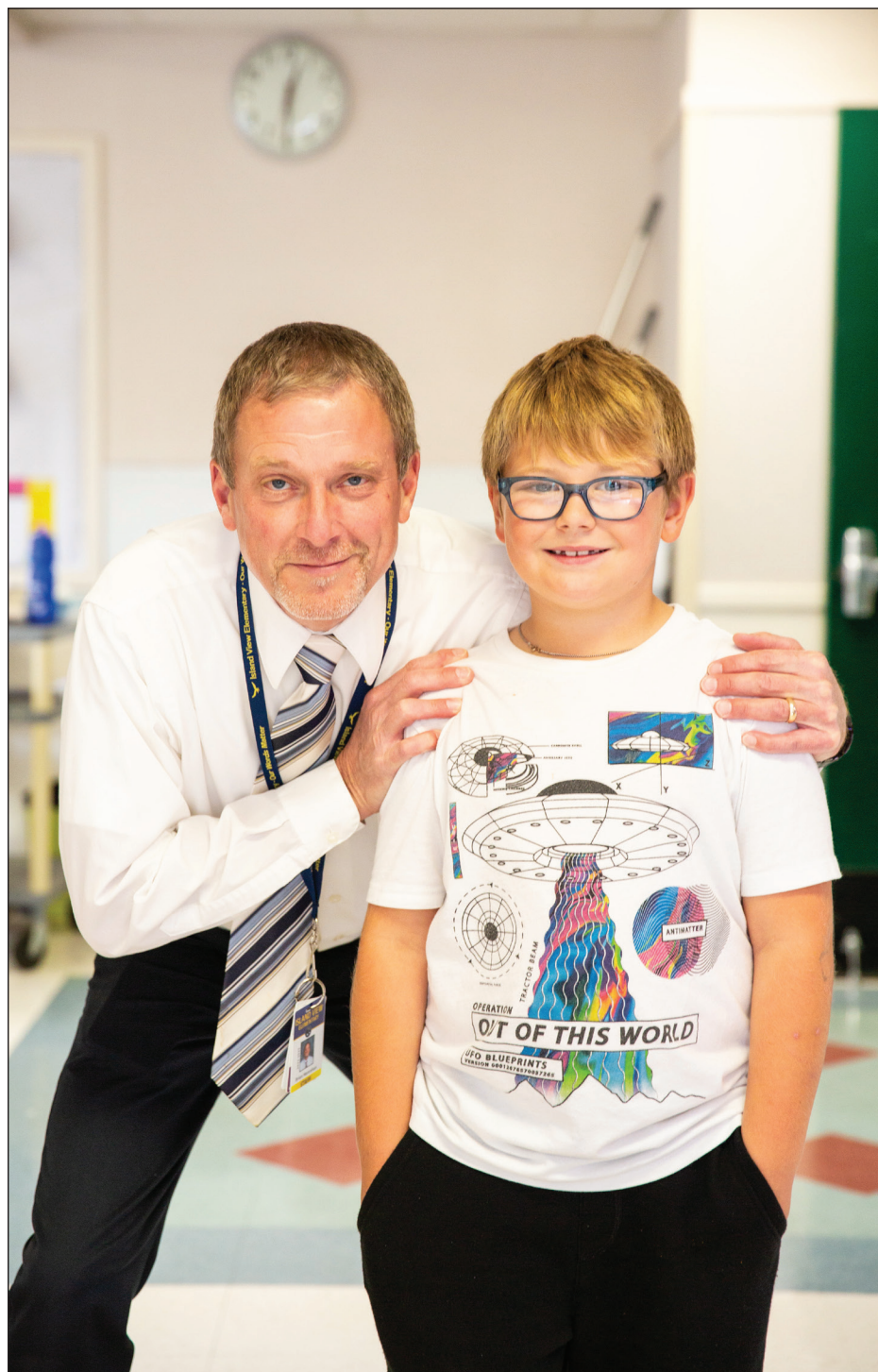
— Jim Boyce, parent

HELPING THE TRANSITION

Shout out to **Anne Berard** at the Anacortes School District office! She has been instrumental in our family's successful transition from a homeschool family to public school. She answered every inquiry & every technology issue above & beyond our expectations. All the



New Mt. Erie teacher Kayla Joplin praised her colleague Dan Rendon, tech support specialist, for his help getting the technology set up in her classroom.



Island View Principal Brian Hanrahan was recognized by student Adrian Norg for his caring and positive energy.

apprehension & concerns were lightened greatly by Anne's wonderful & kind hearted interest in helping us!

— Stephanie Downey, parent

KEEPING ON TRACK

I'd like to give a shout out to **Beth Pruiett**, for being a great communicator and in helping keep the kids on track! I really appreciate being kept in the loop in regards to my daughter's behavior. You really care and it shows! So thank you!

— Derrick Geffe, parent

HELPFUL, KIND, SUPPORTIVE

Brody Huffman was recognized at Camp Orkila on the first night for being a helpful, kind and supportive student.

— Katelyn Huffman, parent

ABOVE AND BEYOND

I'd like to recognize **Kristen Lujan**, who goes above and beyond to support the students at Fidalgo Elementary. My first grader is a frequent visitor to the health room, and without fail, Kristen patiently listens, evaluates, and encourages her back to class when needed. Kristen always keeps me informed and asks for my input so we're on the same page. It means so much to know my daughter has a warm and friendly mentor who can help her adjust to "big kid" school. You make Fidalgo a great school, Kristen, and our family is so glad you're there! Thank you!

— Melissa Turnage, parent

HELP WITH TECH

I want to give a shout out to **Dan Rendon**. I am new to ASD and he has done an amazing job with helping me get my student computers set up. He even came in during my testing time to help kids get logged on! I appreciate his help and his flexibility!!

— Kayla Joplin, Mt Erie Elementary teacher

SUPPORT IN A NEW GRADE

I would like to share my immense appreciation for **Leigh Olsen, Rachel Hofheimer, and Kim Peters** who have helped me so willingly as I've transitioned to teaching a new grade level. These ladies have been incredibly generous with their

knowledge, time, and resources, and I cannot thank them enough.

— Shalen Wiech, Mt Erie Elementary teacher

RUNNING SMOOTHLY

I would like to give a shout out to **Kristie Calvert, Kimberly Smith and Kristen Lujan** at Fidalgo Elementary. They are our front office staff and keep the whole school system running smoothly. We appreciate their hard work and dedication to our students and staff.

— Brandi Black, Fidalgo paraeducator

A TEAM EFFORT

I'd like to give a shout out to **Principal duNann, Assistant Principal McColl, and all of the faculty and staff at AMS** for the work they've put into adjusting the messaging around, and implementation of, school-wide procedures and expectations. A great team effort, with great leadership, has resulted in a much smoother start to the 2022-2023 school year, more opportunities for student engagement and learning, and perhaps the greatest fire drill in recent U.S. history!

— Matt McRae, AMS teacher

SHOUT OUTS
CONTINUED ON PAGE 3

CALMING NERVES

My shout out is to **Melissa Goforth and Brian Hanrahan** for helping my very nervous kindergartner feel better about starting school. They have been so kind and patient and I appreciate it so very much!

— Morgan Blair, parent

Ms. PK

Our son Corbin entered his second year of pre-school at Whitney Elementary this year. Last year he joined Lora Billows' class in late October to help him understand and manage the world around him. She and her team spent hours getting to know him and his needs. He graduated to **Ms. PK's** class in the spring as he was flourishing in his communication. Unfortunately all the buddies he transferred with went on to kindergarten this year. Corbin was quite apprehensive over meeting his new teacher and class-

SHOUT OUTS
FROM PAGE 2

mates for his second year in preschool. What a joy it was to hear him run across the room when he saw Ms. PK this year yelling “Ms. PK you’re here!” Anchors Away has set up a beautiful classroom and we’re grateful for the opportunity they are giving our son. The easy and constant communication. As the daughter of a teacher in the Coupeville school district for 32 years I can never give enough gratitude to Ms. PK and Lora Billow for seeing what our boy needs and fulfilling that to get him prepared to be successful in kindergarten and beyond. Challenging start regardless. He will grow immensely because of Lora and her team. He is full of joy for a new year and has so much appreciation and love for Ms. PK! Without Lora’s guidance he would not be this excited about education. We think they deserve the greatest shout out. As well as their new partnership with Anchors Away!

— Cory and Kim Wieman, parents

A SUPPORTIVE ENVIRONMENT

In just a few short weeks, James Finley has created a fabulously supportive learning environment. He has inspired my child to be more organized and focused, And, given him an opportunity to be a mentor to his peers. Thank you Mr. Finley!

— Meredith McIlmoyle, parent

POSITIVE EVERY DAY

My son Adrian and I would like to give Dr. Brian Hanrahan a shout out for always greeting the parents, teachers, and students with a smile, high

five, or a compliment every morning. We understand this takes an enormous amount of time, energy, and effort. We appreciate all of it. Every day. Thank you for the positivity!

— The Norg family

UNDERSTANDING NEEDS

My shout out would be for Kellie Franklin at AHS! She is always super helpful and seems to have a real understanding of the needs of students and families!

— Eric Lynch, parent

CHARISMATIC CHOCOLATES CHAIR

Everyone at Island View Elementary is so thankful for Molly Johnson! She stepped up to run the annual chocolate bar fundraiser this year, and is blowing all previous sales records! Over 75% of the student body is eagerly participating and they are set to raise over \$40,000!* As you can imagine, tracking and leading a massive fundraiser like this is no small undertaking. We are so grateful for Molly’s selfless dedication, attention to detail, and delightful leadership style. Go Eagles!

— Meg Mourning, parent

CHEERFUL, PATIENT HELP

I’d like to give a shout out to Jesse Robles, who is so helpful during morning drop-off. He’s always cheerful, patient and helpful getting our twin 1st graders out of the car and safely into school. He makes it a point to interact with our dog and us and brighten our



AMS sixth grader Brody Huffman was recognized at Camp Orkila for his helpful attitude.

day! Thank you Jesse!

— Duane Nelson, parent

GRATEFUL FOR HELP

Thank you to Soroptomist, Island View PTSA, Fidalgo PTSA, Anacortes Middle School PTA, and Anacortes High School PTA for donating

money towards our competitions in Spokane and Chicago last year. We had successful competitions and thanks to funding we were able to nearly double our program in size. This year we’ll be doing more workshops and trips. Thank you for your support!

— AHS FBLA officers team

A plan designed to inspire



Dr. Justin Irish, Superintendent

At the start of the school year, we announced our five-year Strategic Plan, and I’m so proud that the 400 administration and staff members across Anacortes schools are aligned and deeply committed to its success. Part of that vision is to communicate consistently and transparently with you, our community. It really does take a village to guide, support and teach a child to be the best possible adult they can be, and I want to thank you again for voting in support of the levies last February that will help us do just that.

While behind us, the coronavirus lockdowns continue to impact education. The technology levy was instrumental in getting us through the past two years, but we continue to navigate the financial, staffing, and operation challenges presented by coronavirus mitigation strategies, which is why this strategic plan is crucial to bring us together and focus priorities for the long term success and health of our student’s learning environment.

However, strategic plans are more than bottom line-driven goals, and during planning we kept coming back to the same question: at the end of the day, what does success look like to a child coming home from school on any given Tuesday? To that end, we have committed to an ambitious four-pillar holistic plan driven by our school district’s stated mission and vision: that we inspire every student every day with quality instruction that promotes creativity, growth, character, individual strengths and a lifelong love of learning

so that every child in Anacortes can rise to their fullest potential, embrace the future, and make a difference. The four pillars of our holistic plan are Quality Instruction and Curriculum, Partnerships, Social-Emotional Learning, and Stewardship.

We know the largest impact on student learning is quality teaching, both in the school and in the home; strong connections between schools and families lead to increased student learning. We also know that family and community engagement is an essential component of success for Anacortes children, so we are committed to accountability to the community for its support of local schools. Effective education also goes beyond academic skills; it includes teaching and modeling self-management, self-awareness, social awareness, relationship skills and responsible decision-making as critical life skills. And as the final pillar of our Strategic plan, it is crucial we take care of our facilities and equipment for our students’ safety, health, and quality of learning.



The district adopted a new 5-year Strategic Plan this summer, based largely on the quality work done with the previous strategic plan. Long-term and yearly goals are developed to support and drive the work of each pillar. Educational Equity is when each student receives what they need to develop their full academic and social potential. Watch for these icons throughout our publications to show the plan in action. More information about the Strategic Plan can be found on our website: www.asd103.org.

A strategic plan is only as powerful as our commitment to it. I said before that strong schools make a strong community, but the reverse is also true: it takes a strong community to make strong schools. Your engagement in the process and continued commitment to help us address the needs of the district

is deeply appreciated. We count on all of you to be pillars and advocates for the children of Anacortes. Because at the end of the day, a successful strategic plan means each child comes home from school happy, engaged, inspired, and challenged. Our community cannot afford anything less.

MOUNTAIN SCHOOL
FROM PAGE 1

“One of my highlights was getting to know my friends better or differently. A huge takeaway for me was under-

standing nature and just how fragile it is,” Hart said.

That bonding experience was one of the goals of the trip. For Saleh, building community is not a one time lesson.

“We don’t want to leave it [what we learned and experienced] up there. We want to integrate it into our science learning and expand it to our classrooms and hallways all year long, And that starts with getting to know each

other on a deeper level” Saleh said. Mountain School is paid for almost entirely by Anacortes Schools Foundation and Marathon grants. Families pay \$35, and fee waivers are available if needed.

Meet the athletes of fall 2022

Cross Country

John-Fritz Von Hagel

Seeing him on the course, you'd never know this is only John-Fritz Von Hagel's third year in cross country. The senior says running with his team has taught him many lessons: committing to something bigger than yourself, for one. "I've learned the importance of building relationships and how it's invaluable to have people there to support you. Also, cross has taught me the reward of hard work." Von Hagel says his goal is to do the best he can this season and make the most of every opportunity. Next year, he plans to attend a four-year university and most likely study construction management with a minor in business.

Jessica Frydenlund

When senior Jessica Frydenlund is racing through the woods, she frequently isn't thinking about much, other than getting to the finish line to end the pain. The two-time state runner has been running



Scoring leads to celebration in volleyball, and that's one of Reese Illston's favorite parts of the sport.

cross country since eighth grade. Two years ago she was the state champion, and she hopes to once again travel to the state competition later this fall. "The best thing about running is definitely not the running part; it's the amazing feeling you get after you finish a race." Frydenlund will continue running next year (both cross country and track) for Gonzaga University.

Tennis

Doubles team Sam Davis and Fletcher Olson

Both Sam Davis and Fletcher Olson have played tennis for four years and both athletes prefer doubles to singles. The senior duo worked all summer, nearly every day, to perfect their game, and hopefully it will pay off with a win at state, says Olson. The team also agrees that the toughest part of the game is the mental struggle. "Trying not to let things get in your head after a missed shot and just looking at the next play is really the most important and most challenging part," says Davis. Both athletes love having a teammate to count on when they're on the court. Olson says playing doubles is super fast-paced and more strategic, too. Next year, Olson and Davis both plan on attending a four-year university, although just where remains to be seen.

Swim and Dive

This year marks the tenth in senior Lindsay Brown's swimming career. Her current events are the 100-meter breaststroke and 200-meter



Erin Kennedy loves working with her teammates on the field; the team motto is "Family" this season.

IM, with a personal record of 1:07:02 in the 100 breaststroke. She's hoping to best that PR and swim sub 1:06 this season. In addition, she has set a goal to make it to state in every event she swims. Brown says the best thing about swimming is the team environment. As far as what she thinks as she crashes and splashes down the lane, Brown says "sometimes it's absolutely nothing-white noise, and other times it's focusing on my technique, making sure I hit every stroke hard and accurately." She would love to continue swimming in college and looks forward to studying education and/or psychology next year.

Soccer

Erin Kennedy

Captain Erin Kennedy has been on the pitch since she was in second grade. The senior has pretty much always played mid-center and loves the game mostly because of her teammates. They've been together for years, and the crew is so tight, they decided their motto this year would be "Family." Kennedy knows she is super-competitive, but admits the most challenging part of being on the soccer team is balancing school life with practice/games and still finding time to be an active student in other school activities, like cheering on her friends at their sports games. When she's not doing any of those things, she might just be watching the US Women's National team or OL Reign out of Seattle. Next year, Kennedy hopes to attend Colorado State or Boise State where she'd like to study sports medicine.

Volleyball

Reese Illston

Senior Reese Illston first played club volleyball when she was 12 years old and has been hooked ever since. The senior, who is the team's libero, loves the celebration and momentum after each score in the extremely fast paced sport. "My coach is the best coach I've ever had, and I've learned a lot about how to keep the team motivated, and what



Sam Davis and Fletcher Olson worked nearly every day to perfect their doubles game, and both prefer doubles tennis to singles.

motivates me personally. I've had to learn to let things go, and I've definitely grown a thicker skin." Illston plans to study marketing or communications at a four-year university next year.

Football

Chase Moehl

Senior Chase Moehl has played football for eight years. With the same kids and coaches. This is what makes it special, he says. "Working together as a team is the best feeling." The defensive end and left tackle has lofty goals for the season, including a trip to the state championship. "The most challenging part of the game is focusing on the next play and forgetting about the last play. The mental aspect is much harder than the physical demands." Next year, Moehl plans on studying paramedicine at a four-year university, perhaps even walking on to the football team.

Fall Cheer

Aaliyah Raabe

"I love feeding off the energy of the crowd, especially the student section. Our students really know how to get excited

and make a game fun." Senior Aaliyah Raabe has cheered all four years of high school and has stuck it out through coaching changes and routine changes. One of the things that drives her is to represent cheer in a realistic way, debunking all the myths and showing others that cheer is a demanding, physical sport. Raabe is also active in competitive cheer, so balancing schoolwork and her two cheering commitments is sometimes tough. But she doesn't see herself stopping. Next year, she'd love to continue cheering at a four-year college where she'd like to study business and marketing or political science.



Aaliyah Raabe feeds off the energy of the student section to help make each game a blast for everyone in the crowd.



Jessica Frydenlund focuses on the end of the race as she runs cross country.



John-Fritz Von Hagel has learned commitment and teamwork during his time running as a Seahawk.



Lindsay Brown is in her tenth year of swimming, and she continues to appreciate the team environment. (Courtesy photo/Sonia Hambleton)

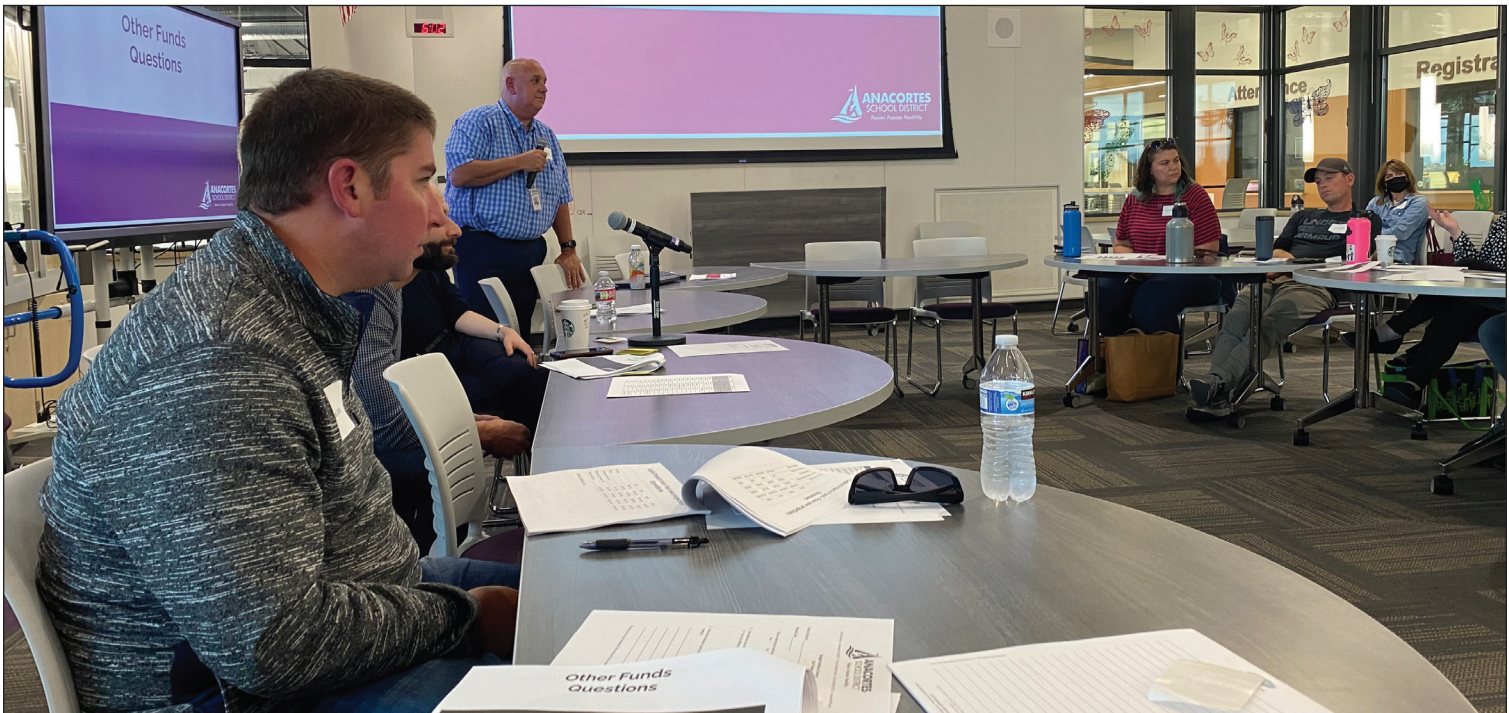
Budget Advisory Council kicks off input sessions

New group aims to address district's budget priorities

The district's newly formed Budget Advisory Council (BAC) held its first meeting on September 29, as part of a year-long process to provide input on the district's budget priorities, as the district faces a significant budget shortfall for future years. The district's current \$45 million budget utilizes nearly \$2 million in district reserves, due to declining enrollment, increased costs across all departments, and loss of one-time federal COVID funding. The district is working proactively to identify cost savings to balance the district's budget. The shortfall currently represents about 6 percent of the district's budget.

The BAC members represent staff, school board, students, parents, and community. Appointed members are

- Jack Curtis - Parent
- Matt Cutter - School Board Director
- Kia duNann - Principal Representative



Members of the district's newly formed Budget Advisory Council received an overview of the district's budgeting process from Mike Sullivan, executive director of finance & operations, at their first meeting on September 29. The BAC will continue to meet throughout the year.



- Octavia Eslick - Anacortes Education Association Representative
- Diana Farnsworth - School Board Director
- Jay Ferrario - Service Employees International Union Representative
- Camille Flinders - Parent
- Darene Follett - Parent
- Erin Glick - Anacortes Education Association Representative
- Brady Graham - Student
- Elliott Johnson - Parent
- Kelly Kreher - Anacortes Education Association Representative
- Dan Moroney - Parent
- Danette Riordan - Anacortes Technology and Information Professionals Representative
- Aimee Rudge - Anacortes Administrative Assistants Association Representative

- Emily Schuh - Community
- Matt Stine - Community
- Rene Vance - Community
- Carrie Worra - Parent
- James Yandle - Staff

"I am excited for the opportunity to engage with our community to help us balance the budget," said Superintendent Justin Irish. "I appreciate these members in particular for dedicating their time to this important work. The decisions we make will impact all schools and programs, and I appreciate having a diverse range of perspectives."

"As a parent, I know how crucial the district's budget is to student success; as a tax-payer, I know how important it is for our district leadership to serve

as wise stewards of their funds," said Jack Curtis, BAC member. "I am eager to learn more and also provide input into the district's spending decisions so that we are all focused on making the best decisions for our kids, in both the near and long term."

Budget Town Halls
In addition to the Budget Advisory Council meetings, the district will host several town

hall forums about the budget throughout the year. These are also open to the public.

- 12/8/22 - 5:30 - 7 p.m.
- 2/2/23 - 5:30 - 7 p.m.
- 4/27/23 - 5:30 - 7 p.m.

These town halls will be held in the Anacortes High School Commons.

Questions? Contact Mike Sullivan, Executive Director of Finance and Operations, (360) 503-1213 or masullivan@asd103.org.

BAC meetings are open to the public.

The meeting schedule, and additional information is posted on our website: www.asd103.org.

Workshop aims to create a positive school climate

Breaking Down the Walls aims to change student culture for the better

Do you want to be a dolphin? Or a monkey? Or a fish? By the end of their two and a half hour Breaking Down the Walls (BDW) workshop last month, every seventh and eighth grader at the middle school knew without a doubt, it's best to be a dolphin.

The program, funded by an anonymous donor and Anacortes Schools Foundation, aims to "create a culture designed to unify, empower and engage EVERY student in order to create a positive and supportive campus climate."

Last year was hard. For everyone. At the middle school, stress, anxiety and sadness often came out as disrespectful or unkind behavior. AMS school social worker Cyndy Stevenson said midway through last year she knew the school and its students needed more than one-on-one support.

"It became clear that we needed a MACRO mental health intervention," Stevenson said. "We needed to change student culture."

Stevenson, who formerly worked as a mental health therapist for Island Health and Anacortes School District, had seen the BDW program years ago and knew it could help. Counselors and administration, many

"We just needed to be reminded how important it is to care and how hurtful we can be to each other. We need to be dolphins."

— Arsen Mourning, eighth grade

of whom had also seen BDW, agreed.

Eighth grader Arsen Mourning, who described last year's environment as toxic and hostile, joined the cultural change group to try to create a better, kinder space at school. When Stevenson mentioned BDW, Mourning was on board to help make it happen. A lot of moving parts came together, including finding funding for the \$16,000 project. Once that was secured, the logistics of



Breaking Down Walls facilitator Rochelle Whellams recently led AMS 7th and 8th graders through workshops to improve the school's culture and climate.

What are you looking forward to learning this year?



Elijah Kennedy—10th grade
Anacortes High School

This year is so much better than last year. I know my way around, and I know how things work at the high school. There's a lot to look forward to this year. One of the biggest things is getting my license. I'm enjoying most of my classes, too. I'd say science is one of my favorites, not because it's easy, but because it's just interesting learning about it. One specific thing I'm hoping for is to improve in Spanish. I really like Spanish II, and I work at it, so I'm looking forward to getting more fluent, putting together sentences and thoughts more easily and just enjoying the class.



Kat Anderson—12th grade
Cap Sante High School

I've been at Cap Sante since spring of my sophomore year, and I have to admit I was a little nervous this year about having a new teacher. But Mr. McCartney is so nice and mellow and I'm looking forward to learning from him this year. Hopefully, we'll be able to go on some field trips and do some other activities that have been on pause the past few years. I am also looking forward to finding more ways for Cap to be a hands-on place, maybe with our kitchen. But most importantly, I'm looking forward to seeing what I can get done this year, not just academically, but personally. I've already made some considerable headway early on. I'm so happy to be here at Cap because it takes a lot of the pressure out of the equation, and I can just concentrate on working hard.



Josephine Schluter—3rd grade
Island View Elementary School

Well I love math. It's just really fun, and it's pretty easy. Not all of it, but I still think it's fun. So I want to learn more math. Right now, we're still learning division. Basically I like learning new things that I don't already know. We also get to have science two times a week--on the "T" days, so I'm looking forward to that. And maybe, hopefully, I can be a third grade buddy this year. That's when we just go down to the little kids' class and read with them or do projects in their class. My buddy always read with me, so I want to be a buddy.



Neerajaksh Mattupalli—6th grade
Anacortes Middle School

There's a lot going on here at the middle school, and it was a little confusing the first day, but then everyone got the hang of it. Once I figured out where all my classes were, it was easy. I'm really looking forward to drama class and the fall play. I wanted to try something new, so I auditioned and I got a part, which is a little scary because I'm one of the only sixth graders. But it's also exciting. I'm also looking forward to Camp Orkila. We didn't get to do Mountain School, so this should be fun. Also, I'm a little nervous, too. I think what I'm really looking forward to is just learning more things and challenging myself to learn as much as I can and get good grades.



Harper Rhyne—2nd grade
Fidalgo Elementary School

Ok, so I want to learn new vocabulary because I love talking. It's one of my favorite activities. And I don't always get in trouble for talking. Luckily on my bus, I have a friend who likes to talk just as much as I do. I think the best way to learn new words would be to read. Or have someone read to me. My dad reads to us every night when he's off. His favorite author is Jocko Willink, so we read one story called Mikey and the Dragons. Mikey is a boy who's scared of a whole lot of stuff, then he finds a book under his bed. He also loves lollipops. The dragons turn out to be very small, like up to your knee, and they don't breathe fire, just a tiny little flame. There's so much more. Another thing I'm really hoping to learn is cursive. Our teacher said that maybe by the end of the year we could, and I really really want to.



Evan Aldridge—4th grade
Mt. Erie Elementary School

I've heard about a lot of things that we'll be learning this year, so I'm excited for them if they come true. I'm hoping to learn about chain reactions in science because it was on the 4th grade science list, and I love chain reactions. I also heard that we might get to do frisbee golf in PE, which would be really cool. I love math; it's my second favorite thing, so I am looking forward to learning division in the hundreds and thousands. Right now I love adding the hundreds. Last year during indoor recess I even used to ask the helpers to write numbers on the board for me to add. I think I get my love of math from my mom who used to be a math teacher.

BDW
FROM PAGE 5

how to reach all seventh and eighth grade students in a meaningful way (NOT a large assembly) had to be tackled.

"One of my takeaways from this was the incredible

capacity of the AMS team -- counselors and administrators who shuffled schedules, front office staff who managed student communication, community members who volunteered to help in the workshops, and the teachers who went to exceptional lengths to

make sure their students attended the workshops at the assigned time -- they did it all with very short notice because of a scheduling windfall," Stevenson said.

Five 2.5 hour long workshops were held over the course of three days to

accommodate all seventh and eighth grade students in small enough groups that a safe space could be created. Facilitator Rochelle Whellams promised students three things: fun, stories and respect, with the overarching idea that it's hard to hate someone

whose story you know.

Students were never required to share their stories, although some chose to share pieces. Whellams used anecdotal teaching to illustrate and make students understand the impact their actions have on others.

"It's been crazy here, and we really needed this," Mourning said. "We just needed to be reminded how important it is to care and how hurtful we can be to each other. We need to be dolphins."

So what is a dolphin? A dolphin is kind to everyone, doesn't judge others and has healthy positive ways of communicating. A monkey, on the other hand, is a follower and will act like those around him, often kind in one-on-one situations, and cruel in groups where teasing is happening. And a fish is someone who creates drama, stirs the gossip pot, and needs to be funny all the time.

Eighth grader Ava Barron was also instrumental in bringing BDW to AMS, said Stevenson. Barron thought her workshop went well.

"There was good energy, and hopefully, kids will realize that it's not cool to laugh, or worse to do nothing at all, when someone is being teased. Hopefully the school community will change," Barron said.

That's the goal. Stevenson said BDW was merely



the launch to the cultural change initiative. Plans are in the works to collaborate with staff, district administrators and community members to keep the momentum up, so that the school culture gets to a place where one student can influence another student who is treating a peer poorly just by intervening with a "Hey, that's not cool. That's not how we roll at AMS."

Mourning, too, is hopeful. He wants students (and staff) to be more aware of other people's stories without having to even be told the stories.

"We need to assume that it's always better to be kind. Then, hopefully, people won't be made fun of as much. Basically, we just need to be dolphins," Mourning said.

Java with Justin

Join us for coffee and conversation with Superintendent Justin Irish

Open to families, students, staff and community members.

Please pre-register: <https://bit.ly/Javawithjustin>

Multiple dates/ times throughout the year.

Questions? (360) 503-1211 or tramsay@asd103.org

Teachers use community to make learning better

Teachers work together to answer questions that benefit students



The term is not new, and the district has been doing it for years, but what exactly is a PLC? A professional learning community (PLC) is a group of content or grade-level teachers who work together to improve their students' learning and growth. They do this by looking at the essential standards then looking at data (student work) to analyze what's working. Paddock said it's the key to addressing

"This is intentional work. We know from research and best practice that we all bring talents to the table. We're just leveraging that by relying on each other's strengths to support student growth."
— Heather Paddock, Director of Teaching and Learning



AMS teachers Nate Dunham, Abby Biederman, and Holly Besmer meet in their Professional Learning Community (PLC) to review student learning objectives, growth, and discuss strategies to improve teaching and learning.

intervention and acceleration. Following the Dufour model, teachers in their PLC's ask, then work together to answer, the following questions:

- What do we want students to learn? (essential learning standards)
- How will we know if they've learned it? (assessment and data)
- What will we do if they don't learn it? (intervention)
- What will we do to expand their learning when they've learned it?

(acceleration) One benefit for teachers is that this allows teams the sacred time to plan and collaborate with each other by looking at their successes with kids and sharing strategies. Research shows that how well teachers work together directly correlates to student growth. "It certainly involves trust building, but once that happens, the teams have the chance to think about their absolute best

work and to share that with each other," Paddock said. "Teachers are making connections and building bridges to previous work. This is the right work for us to be doing." Middle school math teacher Holly Besmer is excited about her PLC work, which drives her daily instruction. "What strengthens our PLC (comprised of all AMS math teachers) is that we are committed to making sure all kids learn, and

we have mutual respect. We all have a growth mindset," Besmer said. What does this actually look like? Besmer and her team make common assessments, then look at the results to see if there are drastic differences between classes. Then they talk about whether those differences are due to instructional delivery or something else, and they can then adapt their own teaching strategies. "We talk about ways to intervene and ways to elevate the rigor of our classes," Besmer said. "As teachers, we all have different strengths. The PLC model allows us to learn from one another and use our strengths to benefit all learners. For example, while looking at student data, we find that one of us has an effective strategy for teaching a specific content, say graphing linear equations. She shares her process with the rest of us, then we go back, using what we just learned from our colleague, to help our students who didn't understand the first time



around." District-wide, PLC work is being done on early release Wednesdays. At the middle school, Wednesdays are also for WIN -- What I Need -- which is a place and time for students to catch up or check in for more understanding. Besmer appreciates the collective culture of the work. "It's a collaborative process that keeps doors open, where 'your kids' and 'my kids' become 'our kids'," Besmer said.

KEY CLUB FROM PAGE 1

that was put on hold during the COVID-19 pandemic. Advisor and Anacortes High School history teacher Jessica Pullen joins Kiwanians Patricia Winkler, Sally Pullen and Eric Johnson to help lead and rebuild the program. Pullen says she is excited about this year's officers. "They are open, willing to learn and hard-working," she said. "And they're doing it all without having seen a working model in their time at the high school." Secretary Ella Martinez is looking forward to really connecting and interacting with the community. With community service as the main goal of Key Club, Martinez hopes to increase membership and add more service projects. In July, Martinez traveled to Washington D.C. for Key Club's International Convention, where she was inspired to make the AHS chapter as active as ever. "I learned so much from the seminars and guest speakers. I can't wait to implement what I learned about leadership, delegation and organization," Martinez said. Her trip was sponsored by Anacortes Kiwanis, and Martinez is grateful to have had the opportunity, one she would not have been able to do without their support. In addition to hearing speakers, like a NASA administrator, talk about leadership, Martinez and delegates from all over the U.S. participated in local service projects. They made and distributed hydration kits to unhoused

people on nearby streets. There happened to be a heatwave at the time, so the project proved to be extremely important. "I love Key Club because I like feeling that I'm making a difference in people's lives," Martinez said. Pullen said one goal this year is to connect Kiwanians with Key Clubbers on more than a superficial level. The club also wants to find meaningful ways to help the community. Currently Key Club projects include Trick or Treat for UNICEF, Christmas tree pickup (40 years and counting for this project) and volunteer shifts at the Kiwanis shop. Possible new projects could include a Bingo night or Anacortes park cleanups. Principal Erin Duez, a former Key Clubber and former Key Club and Builders Club advisor (the middle school branch of Key Club), says what unites all Key Clubbers is helping the world, serving others and opening up their eyes to others. She adds that Key Club taught her important skills she uses in her role as principal. "I learned leadership skills, the ability to work with others, project management, how to organize tasks and the ability to reach out to community members. All of these help me in my ultimate goal of fostering student leadership and empowering students," Duez said. A birthday bash is planned for next month. And it's not too late to join. The club meets twice monthly on the first and third Tuesdays. For more information, contact Advisor Jessica Pullen at jpullen@asd103.org.

ASD PRESENTS: CYBER SAFETY

TUESDAY, NOVEMBER 29
7-8:30 P.M.
BRODNIAK HALL - 1600 20TH STREET, ANACORTES

"Online Safety - Parents' Guide to Protecting Children on the Internet"

Presented by the Anacortes Police Department and the U.S. Department of Homeland Security, this presentation will provide parents, teens, and staff with information on the potential dangers of online environments for children and how to keep them safe online. Teens ages 13+ are welcome to attend with their family. The presentation is not intended for young children, but will provide families with tips and tools for talking with your children about online safety.

This presentation will not be filmed/broadcast.

ALUMNI PROFILE

AHS grad retires from Navy SEALs

Kelly Thorne, class of 1999, enlisted in 2002

When Kelly Thorne graduated in 1999, he wasn't sure what he wanted to do. He worked a year in construction and commercial fishing before deciding to go to college. After one year at the University of Washington, he was still undecided about his future, so he took another year to travel, seeing New Zealand, Haiti, and a lot of the US. In 2002 Thorne enlisted in the Navy, intent on joining Special Operations. After 20 years as a Navy SEAL, he retires this month. Congratulations, SOCS Thorne!

What interested you in joining the military and when did the path to becoming a SEAL emerge?

I was always interested in the military growing up. My dad and uncles were in the military, and I knew from a young age that special operations intrigued me. It's a highly competitive selection process, both physically and mentally. Once I got into the program, I spent a little over a year in SEAL training in San Diego.

What have you learned from being in the military?

I think the biggest thing that resonates with me is the huge



Anacortes High School graduate Kelly Thorne is retiring this month after spending 20 years as a Navy SEAL.

responsibility you're given. It's a true meritocracy. The harder you work, the more responsibility and resources you're given. The military will invest a lot in you if you put in the work.

What's been the highlight of your career?

Being a part of an extraordinary team that did some extraordinary things.

Now, you're retiring. Any reflections or thoughts about what's next?

It's been a very busy 20 years. The training and deployment cycles are similar to other jobs within the military, and

I've been running training for younger SEALs for the past two years as a transition. Now I have a lot of opportunities in front of me, so I plan to take some time and then explore the possibilities. My wife and I and our three kids (13, 11 and 9) do have the travel bug, so we might do that at some point down the road.

What ASD teachers or staff inspired and encouraged you in your years here?

Without a doubt, Mike Compton had a huge influence on my development as a young adult, teaching me the importance of hard work and being responsible. Joe Furin was also really supportive and inspiring. I had great teachers throughout all my years, actually.

What advice would you give to students who are undecided about their futures?

Keep your options open. It's totally ok to go out and poke around to see what fits. Try things, even if you fail sometimes. Travel. Get a job. Don't box yourself into something based on an artificial expectation. The military is a great opportunity for lots of people, and it's a rewarding place to do some growing up, too.

Anacortes
Pride

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Connie Sheridan
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(360) 503-1214

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(360) 503-1216

ANACORTES SCHOOL DISTRICT

FINANCIAL
SNAPSHOT

SCHOOL FUNDING
Each year a budget is set to cover the district's annual operating costs. The ASD 2022-23 budget is \$45,674,600

2022-23 ESTIMATED GENERAL FUND REVENUES BY SOURCE

State 71.6%

Local 16.8%

Federal 6.2%

Other 2.9%

Local Non-Tax 2.5%

ANACORTES
SCHOOL DISTRICT

Passion. Purpose. Possibility.

2022-23 ESTIMATED EXPENDITURES BY SUPPORT TYPE

CLASSROOM SUPPORT	75%
Teaching	24,723,106
Principal's Office	2,960,606
Health Services	2,226,887
Guidance and Counseling	1,145,930
Extracurricular	1,093,635
Instruction/Professional Development	1,068,321
Pupil Management and Safety	577,262
Library	326,171
Instructional Technology	86,892
Curriculum	53,500

SCHOOL-BASED SUPPORT	17%
Transportation Services	1,574,388
Information System/Printing	1,464,908
Custodial Services	1,278,255
Child Nutrition Services	1,073,248
Utilities	967,100
Maintenance Services	515,791
Insurance	490,500
Grounds Service	236,493
Warehouse/Motor Pool	69,876
Public Activities	64,383
Building Security	4,000

DISTRICT LEVEL SUPPORT	8%
Central Office Administration	1,682,293
Supervision of Instruction	1,205,232
Operational Supervision	785,823

CLASSROOM

Classroom support covers teaching, extracurricular activities, library, guidance and counseling, health services, safety, professional development for staff and the principal's office.

SCHOOL-BASED

Includes the upkeep and maintenance of our school facilities, utilities, grounds, building security, technology, transportation, nutrition services, and warehouse costs.

DISTRICT LEVEL

Central Office administrative costs, operational supervision and supervision of instruction are all part of the district level area.