

Foothills Focus



Foothills School provides a vibrant learning community where students develop personal, academic, and social responsibility – leading to a lifetime of discovery.

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618 South 8th Street
Boise, ID 83702
208.331.9260
www.foothillsschool.org



You Should Know:

Understanding the Foothills Difference

By Jennifer Swartz • Foothills Parent and Vice Chair, Board of Trustees

We're all fortunate to be living in a time, in a country, and in a region that offers more options for our children's education than ever before. There have always been choices, but the past decade has seen these expand far beyond the standard public or private alternatives most of us grew up with – primarily in connection with the charter school trend. Not only are new charter schools opening around the country, and the state, every year, but traditional public schools are looking less traditional all the time, as local school districts recognize the demand for new programs and new approaches. Choice in education is extremely valuable, but it can become overwhelming these days. How do families evaluate the options and determine the program that will provide their children with the best opportunities to learn and to grow?

As a Deputy Attorney General representing both the State Board of Education and the Public Charter School

Commission, I am well acquainted with both traditional public school and public charter school programs and the requirements of state and federal government of each. And as a Board of Trustees member, and now Vice Chair of the Board, I am able to appreciate the attributes we share with both types of public schools, as well as the distinct advantages offered by our independence. So how do traditional public schools, public charter schools, and independent schools like Foothills, compare? It's a complicated analysis, but key distinctions include the following:

Funding

Both traditional public schools and public charter schools receive state and federal funds for their operation. Foothills, and other independent schools like it, receive neither. Instead, independent schools are funded solely by tuition, donations, and other charitable contributions. While this funding structure requires independent schools like ours to charge tuition in

order to operate, it insulates the school from statewide budgetary slashes, and more importantly, cuts the strings attached to state and federal dollars.

Compliance with state education laws

All public schools – including charter schools – are required to comply with ALL state education statutes. Such statutes include laws regarding hours of instruction, graduation requirements, standardized testing, teacher qualifications, and curriculum. While charter schools do enjoy some flexibility from the traditional public school model, they are not exempt from any state education laws. Independent schools like Foothills, on the other hand, are free to operate as they determine best suits the students, in every respect.

Compliance with federal education laws (No Child Left Behind)

All public schools receiving any federal funds – including charter schools – are required to comply

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Happenings at Foothills School – Don't Miss 'Em!



One Day without Shoes

Millions of people suffer from Podoconiosis from going barefoot all day, every day. Cuts and sores lead to infection, and simply walking on volcanic soil can lead to Podoconiosis. This is 100% preventable with shoes and foot hygiene. TOMS Shoes organized this national day to spread awareness of this condition and how easy it is to treat. TOMS makes a real commitment to changing this around the world – with every pair of shoes purchased, TOMS donates a pair of shoes to a developing country. How often do we take our shoes for granted?

As this event is being held all around the country, **Foothills School of Arts and Sciences will lead the second One Day Without Shoes in Boise!** We will **lead a walk to the Capitol from 12-1 p.m. on Tuesday, April 5 with all students and families interested in participating.** We will walk to the Capitol, enjoy a sack lunch on the Capitol steps, and walk back. Parents, teachers, and students are welcome. If you are able and willing to join it will be a pleasure to have you walk with us! Let's go shoeless and bring awareness to ourselves, our students, and our community! Students may choose to what extent they are shoeless; an hour, a couple hours, or the entire day. For more information contact Jessica Dean (jdean@foothillsschool.org) or visit www.onedaywithoutshoes.com.

CONTINUED FROM THE COVER...

with ALL federal education law; specifically, No Child Left Behind (NCLB). NCLB requires that all schools demonstrate AYP (Adequate Yearly Progress) each year by specific percentages of students achieving specific levels of proficiency on specific standardized tests. Failure to make AYP results in sanctions for the school, and ultimately, the district. Such penalties escalate each year, culminating in the possible closure of the school. In order to continue to receive funding, and to avoid takeover, all public schools, including charter schools (regardless of the educational model they adhere to), must focus on this narrow form of “achievement.”

As the community of Foothills understands, not all students demonstrate their understanding of concepts or materials in exactly the same way. Fortunately, because Foothills does not receive federal funds, we are free to assess student knowledge and progress in a myriad of ways that take individual students into account. Moreover, Foothills’ freedom from fear of AYP sanctions allows our faculty to instruct students with the whole child in mind, rather than simply striving toward enabling one form of measured success (i.e., the standardized test).

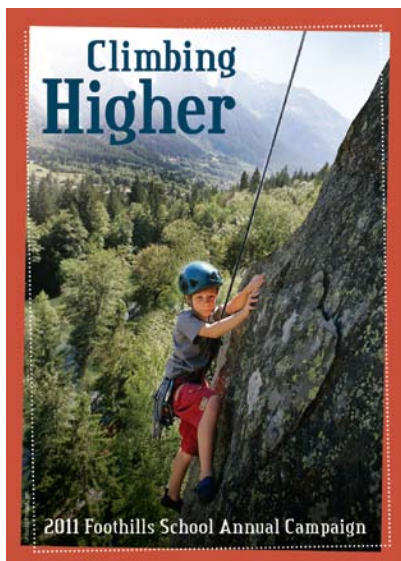
I think Shawn Shepherd, Head of School, said it best in the white paper all Foothills families recently received: one of the most distinctive qualities of independent schools, and specifically Foothills, is *freedom*. We are truly in a unique position – able to continually assess the effectiveness of our program, and to implement changes almost immediately as we continue to work to create the 21st century education we believe children deserve to have. In the midst of all the turmoil in the educational system around us, this is such an exciting and positive time for Foothills! I truly look forward to all the next years will bring. And I hope to enjoy them with all of you!

~No Stress Research Group~

Need some stimulating ideas and conversation, along with a glass of wine, to wind down after a long week? **The No Stress Research Group meets next on Friday, April 8 at 6 p.m. in the school library to discuss essays from the book: *21st Century Skills: Rethinking How Students Learn*, edited by James Bellanca and Ron Brandt.** This is the book the Foothills Faculty Leadership Committee has been reading to prepare for the future. **Bring a snack or beverage to share and join us!**

Re-enrollment Contracts Due Friday, April 8

Please be sure to have them in on time with your deposit to secure your child’s spot for next year. For those who applied, financial aid decisions have been communicated; parents needing additional aid may contact Shawn Shepherd, Head of School, at sshepherd@foothillsschool.org to schedule a meeting to discuss their aid package this week. We look forward to another great year with your family!



Foothills Climbing Higher – Join the Expedition!

Foothills School has announced the launch of the 2011 expedition to reach the summit of educational achievement for our kids. The goal of the expedition is **100% community participation and \$50,000 in funds necessary to operate our school.**

Shawn Shepherd, Head of School at Foothills – in keeping with the theme – said, “this will be a long hard climb to the top. It is essential that we succeed. We expect strong headwinds from a slow economy near the summit. It will be critical for us to climb as a team and for every team member to contribute. Our number one goal is to see that everyone reaches the summit safely. This year we are lucky to have Hollis Brookover and Milt Gillespie as the expedition leaders. That’s going to make it easier for us to get to the top!”

Hollis Brookover, an experienced climber, noted that this year is especially important for the school and for the Annual Campaign. “We have a real opportunity this year to lock in Foothills School’s position at the top of the education mountain in the Treasure Valley. A successful Campaign will mean that we do not have to cut programs or divert special funds away from strategic projects to fund normal operations of the school. As tuition only covers about 80% of our operating costs, we need a successful Campaign to maintain our current educational approach. I am also thrilled to announce that Coree Carver will be leading a separate kids fund raising climb up Table Rock later in April. We will be announcing the details on that climb soon. Our goal is to generate total participation by the community in the expedition.”

The expedition is organized around class level rope teams led by two people in each class (e.g. Early Learners, Primaries, etc.). These parent leaders will be contacting each community member to answer your questions about the Campaign and encourage your participation. Rope team progress, as measured by participation rates, will be tracked on the big mountain on the lobby at school.

Have a great climb!

WHY GIVE TO THE ANNUAL FUND CAMPAIGN?

Nationwide, independent schools rely on a mix of income sources to produce the academic and social programs that meet their missions. While most businesses work to make certain that their sales or income streams cover their costs, the standard in private education is quite different. The National Association of Independent Schools, the national benchmarking organization in which Foothills participates, recommends that the budget for a school include a goal of more than 10% of income derived from fundraising.

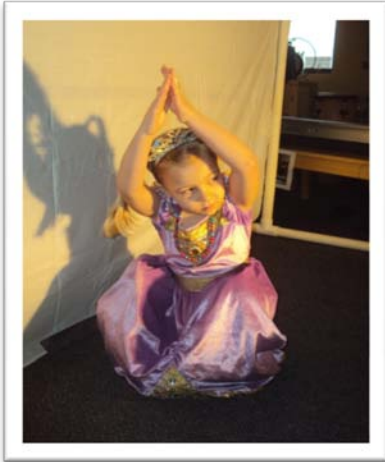
Because of the Boise area market, pricing our school to fully cover our costs is a challenge. We work very hard every year to make sure our school remains affordable and that our business operations remain lean. In planning for the future, we are generating incremental tuition increases that will ensure that by 2012-13, tuition costs will cover the core expenses of our program – faculty and staff salaries and benefits, building infrastructure, program supplies, technology in the classroom, and faculty remission and student financial aid. In 2012-13, we will have the first year where our fundraising efforts can be devoted entirely to *enhancing* our program. **But that’s not where we are today.**

We are dependent on our community raising approximately \$250,000 in direct fundraising to support the school’s operations in the final quarter of the fiscal year. (We are nearly halfway there with the great results from our 2010 Fall Auction!)

The school’s operating budget is such that your child’s tuition dollars only go so far. The bottom line – your child’s tuition covers the faculty and staff salaries, benefits, and payroll taxes. The support needed for the rest of the program is currently reliant on the school’s success in fundraising. That’s why each of us contributing as we’re able to the Annual Fund Campaign – Climbing Higher – is an important measure of success for our learning community!

If you have any questions about the school’s financial operations, please make an appointment to see Shawn Shepherd, Head of School, by contacting her at sshepherd@foothillsschool.org.

News from the Classes



Early Learners Prepare for the Spring Performance!

In the Early Learner classroom the children have continued to develop their understanding of narrative story while playing “The Fairy Project”. The class has decided to make this long-evolving storyline into a play and a documentary film which will be performed at Spring Performance. The play will illustrate the children's love of dramatics and their stunning imaginations. The documentary will highlight some of the languages this project has moved through such as dramatics, visual arts, music, social negotiation, and science and language arts. The children have been exploring some of the facets of a stage production lately and making decisions about costumes, music and using a shadow screen as a way to dramatically show a volcano. This project has taken on a life of its own so mark your calendars now to see it unveiled at Spring Performance on May 4.

Primaries Learn Beyond the Classroom

One of the big questions the Primary class has been investigating is, “What does it take to make a balanced habitat?” To help answer this question the Primary class has been getting out of the classroom and exploring the Boise community. The students viewed the Boise River, visited the Foothills Nature Center, and explored the Boise Zoo. The Boise River is a rich environment that is a habitat for many animals. While exploring the river, Ella was inspired to say, “This is a great habitat for ducks, frogs and fish.” Asher noticed that he could see where a beaver chewed sticks to build a dam and a shelter. Students also made interesting observations about how there were unnatural items in the river habitat like tin cans and plastic bags. Given this outdoor opportunity, students were able to make the connection about how humans can negatively affect natural habitats. We continued our community connection with a trip to the Foothills Learning Center and the Boise Zoo. These experiences outside the classroom have given the students the opportunity to learn from specialists, see habitats in the real world, make hands-on discoveries, and interact with the greater community.



Primaries Spring Trip Preview

The Primaries will spend two-and-a-half days continuing their classroom studies at the beautiful Horse Thief YMCA Camp just north and east of Cascade, Idaho. The Camp itself is composed of rolling coniferous forest with open areas of brush, meadows and wetlands, which are perfect for the Primaries to explore. Primary students will be participating in an action packed program culminating some of the units we have studied all year: geology, habitat, and plants. Throughout the trip, possible classes include studying local animals and their habitats, wetlands entomology, learning the local plants and identifying spring plant growth, wilderness survival, and working with a park ranger to explore the wild areas around camp. Students will also have time to participate in physical and artistic activities led by parents. Not only will our students learn more about the natural wonders of Idaho, they will also be practicing independence and responsibility in a safe environment with guidance from nurturing teachers and parent chaperones.



Big thanks to Diane Winn and Crestline/Best Cleaners for donating dry cleaning services to Foothills School. You guys ROCK!
To learn more about the business, call 208-375-3456.



Juniors Learn about the Weather

Who is forecasting this crazy weather? The Juniors are! Plus, they are learning about meteorology in the process. For several weeks students have been using their observation skills to track the temperature, pressure, clouds, wind and precipitation right here in Boise. They have been studying about pressure systems, layers of the atmosphere and storms. They have been synthesizing the data they collect with their new science knowledge to make their own predictions about what the sky will do next. A trip to meet Vin Crosby, the weatherman at KBOI, helped them to see how the things they are learning really are used to make the

weather predictions seen on the news.

Junior Spring Trip Preview

What's in Albion and what are arthropods? These are the most common questions we have heard with regard to the Junior Spring Trip. Well, the Juniors are going to find out! This year we will be joining instructors from the McCall Outdoor Science School, MOSS, to spend four days investigating arthropods and other environmental topics in Albion, Idaho. We will be staying in dorm-like accommodations in Campus Grove, a historic campus located on 35 acres in Albion (check it out at <http://www.albioncampusgrove.com>). The expert naturalists from MOSS will come and guide us to the local arthropods, where we will use our scientific observation skills to learn about their habitats, behaviors, and life cycles.

Intermediates Work on Their Community

This past month Intermediate students entered their “sophomore slump” time of the year. Every year at this time, we find focus shifts to academia, and invariably many of our emphases regarding *community* seem to take a back seat. Feelings get hurt, rights are ignored, and we lose some of our abilities to be effective, supportive, and happy community members. Foothills’ counseling resource, Jennie Ritter, came and engaged the students in a bullying activity/discussion, while BSU’s Mike Cutler (Ph.D. in Counseling) and some of his graduate students led the students in an activity about assumptions/stereotyping delivered through the lens of Mike’s Shoshone/Lakota heritage. Students came away with a refreshed set of skills and tools to ensure their focus is on learning, while also being the most positive community possible.



Intermediate Spring Trip Preview

In early May, the Oregon Coast will draw the Intermediate class to its diverse landscape for an exploration of coastal ecosystems. On a voyage scheduled with the Marine Discovery Tours, Intermediates will check out estuary life and ply the coast for grey whales. They will dissect squids, observe echinoderms, visit the Oregon Aquarium, and slip (literally) into tide-pools along the coast. Sandy beaches are a pre-requisite for all coastal visits and students will wriggle in the sand as well as explore layers in the fossil beds along the central coast region. For many, if not most, the trip will be their first exposure to ‘oyster shots’...clam fritters anyone?

Just a friendly reminder to any parents and chaperones who will be driving on a Spring Trip – the school MUST have a copy of your Driver’s License and proof of insurance before you leave. If you have any questions, please call Cassie Angelos at (208)331-9260, ext. 103. Thanks!

Seniors Hear First-Person Account of the Holocaust

Holocaust survivor Rose Beal, 89, recently shared her amazing and inspiring life experiences with the Seniors. As a young teenager, Mrs. Beal and her family were aboard a deportation train to Poland; only 200 of the 17,000 people heading for Poland survived. Mrs. Beal also shared how she survived the 1938 “Night of Broken Glass”. Eventually, Mrs. Beal and her family made it to New York City, where they began a new life. After her half-hour presentation, Mrs. Beal fielded student questions for almost an hour. This special event tied in to the Seniors’ reading of *The Book Thief*, a novel set in WWII Nazi Germany. After the presentation, the Seniors wrote thank you notes to Mrs. Beal, who later replied via email, “Thank you for sending me the beautiful notes from your students. I read all of them and was very touched. I thank them from the bottom of my heart for their efforts and thoughts. It is very rewarding for me to be able to speak to young people and tell them about a world so removed from theirs.”



Senior Spring Trip Preview

Seniors are currently finishing up preparations for their Spring Trip scheduled for April 10-16. This year we are traveling to Washington State to enrich our classroom studies of ecology and indigenous Northwest cultures. On the coast in La Push, WA, we’ll meet with members of the Quileute tribe to learn more about their history and culture. We’ll then travel inland into Olympic National Park where we’ll spend three days at the Olympic Park Institute (OPI) on Lake Crescent. At OPI students will have the opportunity to study the ecology of a temperate rain forest and learn more about the interdependence and symbiotic relationships of the forest organisms. It’s an exciting time of year for the students, as they get to travel with their classmates and friends to learn and experience firsthand much of what they have been studying in the classroom.



Nines Gearing up for Spring

Here it is, the first of Spring and the year is going by way too fast. As the Nines settle into the new season, they are also looking at what the rest of the semester has in store for them. The week of March 21 had the Nines busy completing assignments and tests, and then a week off to regroup. One of the more interesting assignments has been their reflective essay on the book *Silent Spring* by Rachael Carson. While this book was written back in the early 1960s, the students were able to make connections with the various classes they are now taking in Foothills.

Nines Spring Trip Preview

In April, the Nines are headed for Washington, DC, to see in person what they have been studying in history – again, making connections from books to real-life. Their trip, which has been entirely planned by the class (a great exercise in independent work!), will include a tour of the White House, the Capitol, and various museums and monuments. The Nines will also be taking a guided bus tour of the entire Washington, DC, area. This trip is a culminating experience of their studies in U.S. History and Government. Several of the students will also be visiting Georgetown University as they consider their college options.

News from the Specialists

~ Noticias de Español ~

You may have noticed a big *Arco Iris* on the front display board featuring colors in Spanish, or an elaborate collage featuring pictures of Colombia in the Senior space. Maybe you've smelled the delicious aromas of Puerto Rican Asopao or South American Empanadas. Spanish language and culture is interwoven throughout the school. All seven levels of Spanish at Foothills are busy exploring the globe, and implementing National Foreign Language Standards: communication, cultures, connections, comparisons, and communities.



- The entire lower school (Early Learners, Primaries, and Juniors) are studying *el Bosque Tropical* (The Tropical Forest). The topics covered in this unit: colors, animals, food, and habitat. More proficient students will also add verbs and phrases while learning about the richness of the rainforests.
- Intermediates have taken their Spanish to a spotlight-worthy level. Throughout the year the class focus has been learning basic vocabulary for communicating needs, and combining parts of speech to create phrases. In March, students took their new-found skills and applied them to writing original scripts for short skits.
- Senior Spanish received really significant news from the Boise School District. Beginning with the current Nines class, Foothills students will be given credits for Spanish 1, 2, and 3 upon completion of the Foothills Spanish curriculum. Leaving Foothills with three years of language credit opens up opportunities during the High School years, and strengthens our students' preparation for college.

**Keep an eye on the Spanish web page for continued announcements and class news!*



~News from the Art Room~

The Art Studio has seen its fair share of work in the past weeks. Projects ranging from large scale paintings of food at the Senior level, clay sculptures built by Primary hands, and contraptions constructed of found materials during Intermediate art have been piling up on the drying racks! All classes got a chance to view some Trey McIntyre dance practices, and the Juniors and Primaries immortalized this experience by creating paintings and drawings. The Intermediates visited the Boise Art Museum to view artworks inspired by nature, and the Nines are working on a variety of projects – from printmaking, masks, paintings, to costume construction. Students at all levels use and manipulate the language of visual art to communicate their feelings, thoughts, ideas, and knowledge. Creativity abounds, and solutions

emerge from the mess and fun in the art room!

~News from the Music Department~

The music room is full of excitement as we prepare for Spring Performance! There is dancing, singing, playing instruments, and storytelling in the classroom. The Primaries are currently learning how music and dance help tell a story and can make it come much more alive. They are writing their own stories, making up their own dance moves for it, and coming up with their own musical accompaniment. All dyads are learning about the history of Broadway Shows and their role in the United States and abroad. They are studying the elements of musical theatre and how acting, singing, dancing, and stage all connect to create a magical performance. Each dyad is working on a choreographed piece that they are singing as well. One of the most basic elements of music – and also one of the hardest and most overlooked – is rhythm. Dance is another great way to teach rhythm and all students are working with this right now. The students are excited for the show coming up on May 4 at the Special Events Center at BSU!



Outside of the classroom we continue with Glee Club and beginning and Intermediate guitar classes. Many exciting things are happening this Spring in music!

A New Landscape of Learning

By Susan Wolfe, Director of Education

The 21st century has universally adopted *Google* as a verb. Information is literally at one's fingertips. It is important that we teach our children to balance and manage their time online and become informed consumers of the Web. In this edition of the FOCUS, I want to share some Websites that I have found to be not only popular with students, but also fun, educational, productive – and safe. While it's ultimately up to parents to individually decide what is and isn't appropriate for their child to see, if your kids are interested in exploring around online, as a starting point they can't go wrong with my top picks for age-appropriate online destinations. Below are some of my favorite websites.



Virtual Field Trips: Geography, budget, and time are no longer field trip restrictions. With virtual field trips, students can explore the universe using a computer. These simulations are so realistic that your child will believe they have traveled the universe, actively participating in their learning. <http://campus.fortunecity.com/newton/40/field.html>

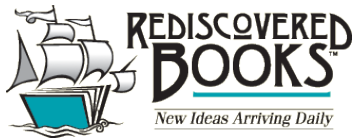
National Geographic for Kids: A Parent Choice Winner featuring different people, animals, and places each month with facts, games, and activities. www.kids.nationalgeographic.com

Cells Alive: A visual tour of cells, bacteria, viruses and their interaction with one another. www.cellsalive.com

History Channel: Take a journey through the universe, explore cultures, battle warriors and more. <http://www.history.com/games>

United Nations Cyberschoolbus: Sponsored by the United Nations and available in six different languages, the site features more “aware” subjects, such as peace, arms, poverty, discrimination, and what your child can do to help. www.un.org/pubs/cyberschoolbus/

Free Rice: Caution. This site is addictive! Gives quiz questions where every correct answer donates 20 grains of rice through the UN World Food Program to help end hunger. <http://www.freerice.com>



Student Show “*Novel Impressions*” at Rediscovered Books • March 23- April 14, 2011

Rediscovered Books is proud to host “*Novel Impressions*,” a presentation of solar plate prints created by the Senior students at Foothills School of Arts and Sciences, March 23 through April 14. Inspired by literary texts, these amazing artworks showcase the talents of a highly motivated group of local students and promote the integration of fine art with literature.

Novel Impressions is the outcome of a special printmaking project, funded by a generous grant from the Idaho Commission on the Arts, which brought Artist-in-Residence Amy Nack to Foothills School to work with students and faculty. Using Foothills’ distinctive Socratic Seminar process, the students read and discussed several works of literature, including *The Complete Short Stories of Ernest Hemingway*, *My Sister’s Keeper* by Jodi Picoult, and *The Hunger Games* by Suzanne Collins. Each student then created imagery inspired by the books to make a solar plate print, guided by Ms. Nack. This process involves exposing a UV-sensitive copper plate to light which “etches” images into the printing plate. Ink is then pressed into these grooves, and the plate is run through a printing press and onto paper. This fascinating technique was new to most of the students, and they rose to the challenge with astounding thought and creativity.



The result is a group of high quality prints which demonstrate an array of complex imagery and symbols that portray the students’ thoughts and ideas about their reading. While each print reveals the unique character and inventiveness of its creator, these works also meld to form an exhibit that is cohesive and mature. The works are a fantastic representation of what students can accomplish given the opportunity to think, discuss, and create on a professional level.

The 1st Annual Foothills Variety Show A GREAT Time for Everyone!

Wow! Wow! Wow! That is all there is to say regarding the First Annual Foothills Variety Show. What an amazing evening of such great talent! From family bands to hula-hooping, singing, instruments, gymnastics, art, comedy, body acts, and more, it was a spectacular evening. Smiles never left the faces of the audience; one parent even commented that their face hurt the next day they were smiling so much! Thank you to all of you who participated and thank you to everyone who came out to support all of our talented students!!!



Foothills Fabulous Faculty: Meet Camilla Barnes-Kelly



Every month we are reminded how fortunate we are to have the talented and dedicated teachers that we do here at Foothills School. And Junior faculty member Camilla Barnes-Kelly is just that.

Camilla grew up in Clifton Park, NY, and received a B.S. in Biology from Cornell University. During college, Camilla took a NOLS (National Outdoor Leadership School) course in Alaska and fell in love with the outdoors. Immediately following the NOLS course, Camilla decided that she wanted to teach Outdoor Education and took a job at Colorado Outward Bound and several other outdoor organizations. For several years Camilla would teach rock climbing, mountaineering, backpacking, and backcountry skiing from Chile all the way up to Alaska. Camilla has spent over two years of her life sleeping outside!

After a long and rewarding experience in the outdoor world, Camilla decided that it was time to transition into the classroom. She has taught at Foothills School for the past five years and currently teaches the Junior class, where she has been teaching for four years. Among the many accomplishments Camilla has achieved, she recently received her reading endorsement from the State Department of Education, which is a great addition to her already impressive resume.

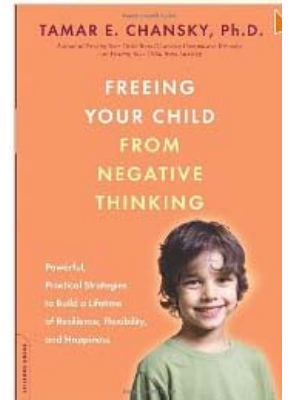
Leading the Junior class on Spring Trips with an outdoor focus is one of the great things Camilla brings to the program. This year, the class will be going out into the field to explore the world of insects, spiders, and invertebrates. They will be heading to Albion, Idaho to study under the guidance of the talented and knowledgeable M.O.S.S (McCall Outdoor Science School) instructors. They will then create their own field guide for future reference.

Camilla Barnes-Kelly, an amazing teacher with amazing experience!

Counseling Corner

By: Jennifer Ritter, LPC

Recently, I happened upon a spectacular book I've since started recommending to all the parents who come see me seeking help with their "oppositional," "head strong and stubborn," "negative" sounding children. *Freeing Your Child From Negative Thinking*, by Tamar Chansky, Ph.D., is a must-read for any parent struggling with helping their child strengthen emotional resilience when life goes sideways, build optimism and "right-size" problems rather than allow them to distort and get larger than life. What follows is just one strategy you may find helpful, called "The Brain Train."



The most important aspect of the "Brain Train" is to highlight the fact that the choice is theirs alone to make – the positive/neutral track or the negative track. The train has left the station! It's up to the child to choose how to *view and feel* about a situation. As parents, we can offer a running commentary on what it sounds like, "Wow, it sounds like you're totally runnin' on the negative track! Bummer, if you were on the positive/neutral track, this would sound totally different." Parents can so easily put on their therapist-hat (yes, you have them!) and illustrate for children the link between a thought, feeling, and action (the absolute fundamental of cognitive-behavioral psychology). Here's a great example straight from the book.

Situation: Your child didn't get a lead in the play.

- A child on the negative track might say: "I stink at acting; never should have even tried" (thought). Child feeling: angry, discouraged. Action: Give up, miss out on play entirely.
- A child on the positive/neutral track, given the same event, will sound more like: "I tried my best, ugh" (thought). Child feeling: disappointed, but determined. Action: Try out for another part; try and see!

As caring parents, we often want to alleviate for our children the hardships, pain and difficulties they face; however, it is precisely these situations that allow our children an opportunity to become stronger and build resilience. We do them no favors by rushing in and erasing the discomfort, or doing too much of the cognitive work. I challenge you parents and caregivers to be vigilante, be a consummate observer of your child's thinking patterns, and experiment with the strategies involved in getting kids to think more positively about their lives.



Foothills School of Arts and Sciences Presents An Evening with Peter W. Cobb

April 13 • 6:30-8:00 p.m.

Five Strategies for Parenting in the Digital Age

"It is hard to keep up with the kids." Never before, given the nature of our digital children, has this seemed truer. While parents are alternately awed and troubled by the capacities of their children to adapt to new technologies, they still want and need to know how to best guide their hands, their heads and their hearts. This workshop will help parents gain confidence that they can both help their children become nimble and responsible members of the digital age, and that they can put technology in a perspective that provides balance and care for all dimensions of their children's learning and growth and do so as essential partners with schools.

Peter Cobb has spent his life in independent education. He attended Moses Brown School in Providence, RI. He taught religion and served as Dean of Students at The Masters School in Dobbs Ferry, NY, and Head of Upper School at the Hockaday School in Dallas, TX. He spent fifteen years as the Headmaster of the Nichols School in Buffalo, NY, and of Pace Academy in Atlanta, GA. He served for six years as the Executive Director of the Council for Spiritual and Ethical Education. Mr. Cobb received his B.A. degree in Political Science from Knox College, the M.A. degree in International Relations from American University, and the M.Div. degree from Union Theological Seminary.

APRIL 13 WILL BE EARLY RELEASE AT 1 P.M. FOR A TEACHER IN-SERVICE WITH MR. COBB ABOUT THE 21ST CENTURY EDUCATION; AFTERCARE IS AVAILABLE.

Foothills Climbing Higher 2011 Annual Campaign

An All School Event for Student Participation!

"The Table Rock Climb" • Friday, April 22 at 4:00 p.m.

This year, we want to involve our entire community, especially our students, to take our message to the street to solicit sponsors and shout our school spirit from the mountain top as we all join together to raise crucial dollars for our Annual Fund Campaign.

The Table Rock Climb is a great way for students to participate in the Foothills Climbing Higher Annual Campaign. We need everyone to pull the rope! Our goal is to get 100% of our students climbing the mountain. Each student will solicit sponsorship pledges for their climb from *outside* sources (not their parents) to support teachers' salaries and special programs at school. Examples of outside sources are: grandparents, aunts, uncles, neighbors, and family friends. If each student obtains at least four pledges at a minimum of \$5 each, we will achieve our goal! The climb event is going to be great fun for the students to make the case for Foothills School in their neighborhoods AND there will be prizes awarded for the most sponsors, so they may not want to stop at four pledges! Even more fabulous is that the Foothills Board of Trustees has agreed to match Foothills Climbing Higher Annual Campaign donations, up to \$25,000, which means each dollar earned by the students will be matched by the Board!

Student participation incentives: 1) Students with four donations on the day of the climb are invited to attend a root beer float social at the school. 2) The student with the highest number of pledges in the EL and Primary classes, Junior and Intermediate classes, and Senior and Nines will receive five tickets each to Roaring Springs!

The Table Rock ascent begins behind the Old Idaho State Penitentiary. There will be volunteer parents stationed along the route to provide support. Younger students will have the opportunity to turn around at various points on the climb and will then spend time with Foothills Staff and parents, playing games in the park while waiting for the others to return.

Transportation will be provided from Foothills School, and parents are encouraged to attend. Please arrive at the school to pick up your child by 6:45 p.m. after the Climb! Details are:

1. Students may start collecting pledges as soon as they receive the pledge sheets. **Pledge sheets will be distributed Wednesday, April 6 at an all-school meeting; these need to be turned in by Tuesday, April 19.**
2. Pledges may be made by anyone, however, participants may not ask for pledges from parents or staff members of Foothills School. **Please ask everyone who pledges if their company has a matching gift fund policy.**
3. **Each sponsor making a pledge should write their own name and pledge amount.** Students may collect the pledge in advance but must keep pledges in the collection envelope until all are collected.
4. On the day of the climb, students will depart from the school by bus at 3:30 p.m. The climb will take approximately two hours. Students will return to the school by 6:45 p.m.
5. **Please bring a water bottle, snack, and sturdy shoes or hiking boots for the climb.** Participants are encouraged to dress for the weather conditions by bringing a hat, sunscreen, jacket, etc.
6. Upon completion of the Table Rock climb, a volunteer will record each student's climbing total on their pledge sheet and return it. Students may then collect outstanding pledges, and deliver a *Thank you from Foothills School* form to the sponsor. **Please return pledge sheets and collections to school by Friday, April 29.**

We look forward to your participation in a fun and fit Foothills community event! For questions call **Coree Carver at (208) 559-0877** or email **ccarver@cableone.net**.

Lace up your hiking boots and prepare to Climb Higher!



**Saturday, June 4
from 9 a.m. to 3 p.m.
on 8th Street!**

Spring has Sprung and it's time to start planning our Second Annual Spring Carnival and Rummagepalooza! A few items of note:

The first volunteer meeting will be **Tuesday, April 12 at 3 p.m.** (FREE AfterCare provided). We have a host of games, booths and organizational activities for which we need volunteers!

Next, we're ready for your (clean and gently used) donations for the Rummagepalooza (thank you to those who have already donated!); drop them off at school and contact the school to arrange for a pick-up of larger items.

We also still have a need for bigger ticket items to enter in the Raffle (Cars, Boats, Scooters, "retro" bicycles, the list goes on). Remember that all donations are tax deductible and we will provide the appropriate forms for your tax records.

Foothills Alum Headed to the World Deaf Swimming Championships!!!

Hi! My name is Catherine Parker, I am a swimmer, a 14-year-old Idaho teenager, a Foothills School Alumni, and I am hard-of-hearing. I am really excited – this winter I was selected to join the 24 member United States Deaf Swimming National Team to represent the USA at the World Deaf Swimming Championships in Portugal this August! It is such an honor to be invited to represent our country at an international competition, especially as the only Idahoan. I am writing to ask for your help so I can attend.

In my life, I have been in a lot of sports including soccer, dance, skiing, ice skating, gymnastics, biking, and swimming. Swimming is the only sport in which I really feel at home. Swimming is calming in a way; with water all around you, you're basically floating.



For me, swimming is an outlet for all those feelings that build up during school. If you are frustrated, you can stick your face into the water and scream all you want. Being a deaf or hard-of-hearing swimmer has an advantage; when 'normal' people go under water, they cannot hear, but deaf people are used to that situation.

The 2011 United States Deaf Swimming (USDS) National Team is comprised of 12 women and 12 men: I am the youngest girl of the team, the only one from Idaho, and one of three swimmers from the Pacific Northwest. As of now, we anticipate the World Championships will be attended by 30 countries, and about 600 swimmers.

I will train hard to do my best at the World Championships. So far I have beaten the deaf world-qualifying times for seven events; the 200 IM, 400 IM, the 50, 100, and 200 Breaststrokes, 100 Backstroke & the 50 Butterfly. I have increased the number of yards I swim each week to about 20,000 and participate in swim meets each month. In addition to swimming, I keep up my grades, do well in school, and volunteer some time to help others.

*Catherine Parker attended Foothills School from 2001 as an Early Learner until 2010. As you can imagine, this new opportunity will come at an expense estimated at \$4,000.00. **The Parker's are holding several fundraisers to help Catherine follow her dream of becoming a world champion:***

- Foothills School Spring Performance Bake Sale & "Donations for Duckies," May 4 – All proceeds from a Bake Sale will go directly to helping Catherine travel to the World Championships.
- Golf Scramble Fundraiser at Pierce Park Greens June 4 at 5 p.m. \$50.00 per golfer and participants are welcome to create a foursome or just show up alone. For more information call Pierce Park Greens at (208)853-3302.
- United States Deaf Swimming is a 501(c)3 organization; mail tax deductible donations to: 9310 Topanga Canyon Blvd., Suite 201, Chatsworth CA 91311-5713

For more information please contact Kit Parker at c2parker_idaho@msn.com or (208)378-8813 or (208)608-0632.

FOOTHILLS BOARD RECRUITMENT BEGINNING NOW

The Board of Trustees is the volunteer leadership organization that helps to guide the school and provides strategic direction for Foothills. Board members meet monthly and serve actively on committees that are engaged with the school's operations, including the Development Committee, Finance Committee, Building Committee, and Governance Committee. This year, there may be one or two openings for parent representatives to the Board. If you are interested in serving, please contact Ed Zimmer, Board Chair, at ezimmerglacier@gmail.com, or Nellie Baker, Governance Chair, at nelliemk@mac.com.

OUR SIGHTS SET ON THE 21ST CENTURY: STRATEGIC PLANNING UPDATE

Foothills School has been proudly and enthusiastically engaged in a yearlong strategic planning process this year. With the engagement of a community committee and the entire Foothills faculty, we have looked to the future and responded to these questions:

☉ HOW DO WE ASSURE WE ARE EDUCATING THE 21ST CENTURY CITIZEN?

- What is a 21st century education?
- What are program elements that are required?
- What are program elements that are enhancements?
- How do we measure outcomes in this new paradigm?
- How do we assure a great teaching culture?

☉ WHAT IS THE BEST SCHOOL MODEL TO ASSURE THAT WE ARE PREPARED AND NIMBLE TO MEET THE NEEDS OF A 21ST CENTURY EDUCATION?

- What is the preferred educational model for a sustainable future?
- What financial model creates a sustainable future?
- What does our program look like in the marketplace? (i.e., grades taught; school year configuration; ratios)



Every member of the team engaged in the process took their responsibilities seriously, researching current literature and documents asserting best practices for the 21st century education. While there are a wide variety of models and approaches being touted in educational discourse, we have been working to identify the programmatic elements that align with the mission of Foothills – in other words, *what is the 21st century school we want to be?*

In last month's FOCUS, Sue Wolfe, Education Director, identified four core changes that will be coming in our academic program in the coming year to ensure movement toward our vision:

- **Expansion of Inquiry Based Project Learning**
Increased units of study that are designed to freely cross disciplines and involve in-depth investigation of a real-world topic. These seamlessly integrate with technology-rich learning environments where the focus is on the learning experience, not on the hardware and software.
- **Increased Digital Learning Tools**
Incorporation of 21st Century digital tools within curriculum unit design (and, yes, this does mean we are increasing our technology in the classrooms in the coming year).
- **Community Partnerships**
Empowering students to take action and make a difference in their world by increasing community involvement, thus adding depth and real-world application to curriculum design.
- **Block Scheduling**
We're adding a common Language and Literacy Block to our schedule, enabling greater service to the differentiated needs of our students. This will be similar to our current Math Block.

But these changes are only the first in steps toward a real vision for education that Foothills School is uniquely able to realize in the marketplace. We are unencumbered by politics, or shrinking budget allocations, or a specific and rigid educational model. As a result, we can look to the future with a wider range of opportunities than can our peers in public education, than those working in charter schools, or even other independent schools in our market.

In the next month, we are offering several educational opportunities for parents learn about the 21st century educational model that we will be employing at Foothills School. You are encouraged to come out and join in any of these events to learn from our faculty the direction our school is taking:

- **Thursday, April 7 at 7:30-8:15 a.m. is a FACULTY PRESENTATION in the Senior Science Room**
- **Monday, April 11 at 5:00-5:45 p.m. is a FACULTY PRESENTATION in the Senior Science Room**
- **Wednesday, April 13 – National expert on the 21st century education, PETER COBB PRESENTATION, is 6:30-8 p.m. in the Music Room**

FOOTHILLS APRIL CALENDAR

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	March 28 No School Spring Break	March 29 No School Spring Break	March 30 No School Spring Break	March 31 No School Spring Break	1 No School Spring Break	2
3	4 Return from Spring Break!	5 	6 Junior Zoo Boise Field Trip: 1-3 pm	7 21 st Century Education Parent Meeting: 7:30-8:15 a.m.	8 Fourth CHOICE Class No Stress Parent Research Group: 6 p.m. 2011-12 CONTRACTS DUE	9
10 Senior Spring Trip: April 10-16	11 21 st Century Education Parent Meeting: 5:00-5:45 p.m.	12 Fair and Sale Committee Meeting: 3 p.m. EL Parent Meeting 6-7 pm	13 Early Release @ 1:00 pm Parent Presentation @ 6:30 p.m.: "Parenting in the Digital Age"	14	15 Fifth CHOICE Class	16 
17	18	19 Executive Committee Meeting @ 12:00 p.m. Table Rock Climb Pledge Forms Due	20 	21 Finance Committee Meeting @ 12:00 p.m.	22 Sixth CHOICE Class Earth Day!!! Table Rock Climb!: 4:00 p.m.	23 Nines Spring Trip: April 23-29
24	25	26 Board of Trustees Meeting: 4:00 p.m.	27 Strategic Planning Committee: 11:30 a.m. Junior Parent Meeting: 5:30 p.m.	28	29 Table Rock Pledge Forms & Money Due	30
Coming Soon...	May 4 Spring Performance @ 6:00 @ BSU SPEC Center	May 8-12 Intermediate Spring Trip - OR Coast	May 9-12 Junior Spring Trip - Albion, ID	May 13 No School for Junior & Intermediate Classes Only	May 24-26 Primary Spring Trip – Cascade, ID	May 27 No School for Primary Class
	June 4 Annual Sale/School Carnival					

**A REMINDER FOR EVERYONE: PLEASE REMEMBER OUR SCHOOL VALUES...
Be Responsible • Be Respectful • Do Your Best • Contribute to Community**