Above, members of the girls’ water polo team go through practice with a break from drills in the UPAC pool. The team is coached by Assistant Coach George Tsogas, a longtime University Place resident who has lived in UPSD since 1981. The team competed in both the girls’ and boys’ division during the 2014-15 season.

USPD Providing Free All-Day Kindergarten to All Students

Beginning in September 2014, USPD will provide all-day kindergarten to all students, regardless of need. The program is the largest team Curtis High School has ever had, Cichacz said, with the number of students competing for spots higher than in any prior year. The program is designed to provide a full-day, five-hour experience for all students.

The district has always provided free kindergarten for children from 4 through 6 years old and the program is the only one of its kind in Western Washington. However, the program has never been offered to all students at once.

The program is designed to provide a full-day, five-hour experience for all students.
Leveraging Our Resources
A Message from Superintendent Patti Banks

Dear Friends and Fans of UPSD:

Thank you for your continued support and strong commitment to the district’s educational programs and technology initiatives. In this technological age, we recognize the importance of preparing our students for success in the twenty-first century. As such, we have introduced a number of programs that equip our students with the knowledge and skills necessary to thrive in today’s high-tech world.

As part of our commitment to increase student success, we have partnered with the University Place School District and the Federal Government to create a new technology center. This center, located in the 500 building, will provide opportunities for students to learn about and utilize the latest technologies.

The district has implemented a number of programs to encourage technology-based studies at all grade levels. On the following pages, you will find details about some of these initiatives, along with information on how to get involved. We encourage you to take advantage of these opportunities to support our students’ education.

All-Day Kindergarten to Be Offered District-Wide

There has been a great deal of media attention in recent months concerning the importance of early childhood education. The district is committed to providing our students with a strong foundation in the early years.

The district has also introduced a number of initiatives to attract students from both in and out of the area. These efforts are aimed at maintaining the status as a premier learning environment.

With the ongoing use of achievement data to guide curricula, the district has implemented a number of programs to better prepare students for an increasingly technology-based economy.

As superintendent of the district, I am proud of the hard work and dedication of our staff and students. We are committed to providing the best possible education for all our students. Please join us in supporting these important initiatives.

School Board of Directors

Dialog
The district is bullpen for the present． The Washington State Math Council of Today, a group of math teachers and administrators, is dedicated to improving math education in Washington State.

As part of our ongoing efforts to support our students, we are proud to announce the launch of the Washington State Math Council of Today.

The council’s mission is to provide support and resources to math teachers and administrators across the state. With the help of the council, we are able to improve math education and ensure that our students are prepared for success in the twenty-first century.

Thank you for your continued support and commitment to our students. Together, we can create a brighter future for all.

Annie Fitzsimmons
President

The UPSD is a drug-free and smoke-free work environment. Direct inquiries to the Federal and State agencies regarding the confidentiality of case records are encouraged. Contact the Federal/State agencies before release the confidential case records.

MESA Chapter Charoucer
Study of STEM Subjects

Once a week, the MESA chapter holds meetings to discuss various science topics. The meetings are open to all students, and provide an opportunity for students to learn about new technologies and explore career opportunities in STEM fields.

Each meeting includes a presentation by a guest speaker, followed by a Q&A session. Topics range from renewable energy to biotechnology, and provide students with an opportunity to learn about the latest developments in each field.

The MESA chapter also sponsors a number of events throughout the year, including a STEM careers fair and a robotics competition. These events provide students with the opportunity to engage with professionals in STEM fields, and learn about the diverse range of career options available.

The MESA chapter is open to all students, and meeting details can be found on the district’s website.

New AP Java Programming Course

The district has introduced a new AP Java Programming course, aimed at preparing students for success in the advanced technology fields.

This course is designed for students who have a strong interest in computer science, and provides an opportunity to learn about the latest technologies and software programs used in today’s modern world.

The course covers a wide range of topics, including programming languages, algorithms, and data structures. Students will also learn about the latest trends in computer science, and how they can apply their knowledge to real-world problems.

We encourage all students to consider enrolling in the AP Java Programming course, as it provides a valuable opportunity to develop the skills necessary for success in the technology sector.

For more information on the AP Java Programming course, please visit the district’s website.

Advanced Robotics Students Learn Engineering Skills

Advanced Robotics students have been working on a project that involves designing and building a robot. The project is aimed at preparing students for success in the advanced robotics field.

The students have been working on the project since the fall, and have been learning about the latest technologies and software programs used in robotics. They have also been exploring the latest trends in the field, and how they can apply their knowledge to real-world problems.

The students have been working on the project since the fall, and have been learning about the latest technologies and software programs used in robotics. They have also been exploring the latest trends in the field, and how they can apply their knowledge to real-world problems.

As a result of their hard work, the students have been able to design and build a robot that is able to complete a variety of tasks, including moving objects, following a path, and solving puzzles.

The students have been able to apply their knowledge to the real-world, and have developed a strong understanding of the latest technologies and software programs used in robotics.

The students are proud of the robot they have designed, and are excited to see how it will be used in the future.

We encourage all students to consider enrolling in advanced robotics courses, as it provides a valuable opportunity to develop the skills necessary for success in the technology sector.

For more information on advanced robotics courses, please visit the district’s website.

PATHWAY TO ENGINEERING DESIGN

The UPSD has partnered with the Washington State Math Council to offer a pathway to engineering design. This pathway provides students with an opportunity to explore the latest technologies and software programs used in engineering.

The pathway is open to all students, and provides an opportunity to learn about the latest trends in engineering, and how they can apply their knowledge to real-world problems.

The pathway covers a wide range of topics, including mathematics, science, and technology. Students will also learn about the latest trends in the field, and how they can apply their knowledge to real-world problems.

We encourage all students to consider enrolling in the pathway, as it provides a valuable opportunity to develop the skills necessary for success in the technology sector.

For more information on the pathway to engineering design, please visit the district’s website.

Figure 1: A robot developed by advanced robotics students.

Figure 2: Students working on their project.

Figure 3: Students presenting their project to a judge.

Figure 4: Students using a robot to complete a task.

Figure 5: Students working on their project in a laboratory.

Figure 6: Students working on their project in a workshop.

Figure 7: Students working on their project in a classroom.

Figure 8: Students working on their project in a laboratory.

Figure 9: Students working on their project in a workshop.

Figure 10: Students working on their project in a classroom.

Figure 11: Students working on their project in a laboratory.

Figure 12: Students working on their project in a workshop.

Figure 13: Students working on their project in a classroom.

Figure 14: Students working on their project in a laboratory.

Figure 15: Students working on their project in a workshop.

Figure 16: Students working on their project in a classroom.

Figure 17: Students working on their project in a laboratory.

Figure 18: Students working on their project in a workshop.

Figure 19: Students working on their project in a classroom.

Figure 20: Students working on their project in a laboratory.

Figure 21: Students working on their project in a workshop.

Figure 22: Students working on their project in a classroom.

Figure 23: Students working on their project in a laboratory.

Figure 24: Students working on their project in a workshop.

Figure 25: Students working on their project in a classroom.

Figure 26: Students working on their project in a laboratory.

Figure 27: Students working on their project in a workshop.

Figure 28: Students working on their project in a classroom.

Figure 29: Students working on their project in a laboratory.

Figure 30: Students working on their project in a workshop.

Figure 31: Students working on their project in a classroom.

Figure 32: Students working on their project in a laboratory.

Figure 33: Students working on their project in a workshop.

Figure 34: Students working on their project in a classroom.

Figure 35: Students working on their project in a laboratory.

Figure 36: Students working on their project in a workshop.

Figure 37: Students working on their project in a classroom.

Figure 38: Students working on their project in a laboratory.

Figure 39: Students working on their project in a workshop.

Figure 40: Students working on their project in a classroom.

Figure 41: Students working on their project in a laboratory.

Figure 42: Students working on their project in a workshop.

Figure 43: Students working on their project in a classroom.

Figure 44: Students working on their project in a laboratory.

Figure 45: Students working on their project in a workshop.

Figure 46: Students working on their project in a classroom.

Figure 47: Students working on their project in a laboratory.

Figure 48: Students working on their project in a workshop.

Figure 49: Students working on their project in a classroom.

Figure 50: Students working on their project in a laboratory.