

IVFD ...

Continued from A-1

IVFD has also been fortunate to find great deals on needed equipment to leverage available funds. The district purchased a “tender” from military surplus for \$600. Built in 2000, it only had 1,500 miles on the odometer. IVFD put \$4,000 worth of upgrades and repairs into the vehicle, and it’s now worth about \$65,000.

“We bought a command vehicle from Colorado for \$8,000 and the light package on it alone is worth \$10,000,” said Chief Dennis Hoke in a telephone interview. “We bought another command vehicle from the Josephine County Sheriff’s Office for only \$1,500. We also bought a 1994 engine for \$10,000 which is worth \$40,000 to \$60,000 and that allowed us to replace a 1976 engine at O’Brien. Also, Mercy Flights donated a \$20,000 rescue truck to us.”

“We’ve sold off excess older vehicles to reduce fuel and maintenance costs,” Hoke added. “We desperately need to replace our aging fleet, but we only have so much money, so we’re very frugal. Whenever possible, we capitalize on new grant opportunities so we don’t have to go to the

voters.” Gavlik has written and won a number of grants including a \$5,000 Public Health grant used to purchase a Carbon Monoxide Monitor, which measures the amount in the blood of smoke victims.

“IVFD also won a Cheney Family Foundation grant that we used to purchase \$7,300 worth of extrication equipment so we can get folks out of car wrecks,” Gavlik said. “We also purchased a Thermal Imaging Camera with funding from Josephine Community Foundation.”

“We have to be very economical in what we do,” Hoke said. “By utilizing creative financing, we were able to purchase a new medical rescue truck and a back country water rescue craft. We’re looking at the needs of the district for our apparatus plan. Our call volume is up and we can’t keep maintaining 1970s era rigs. One has 700,000 miles on it.”

“The survey is giving us valuable personal feedback as to what IVFD customers want. They have rights and expectations and I want to be sure IVFD is meeting those expectations,” Hoke added.

Dramatic Whodunit coming to LBMS

By
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IVN Contributing Writer

Christopher Jelderks’ seventh and eighth-grade students are participating in a Whodunit as part of their school curriculum this term at Lorna Byrne Middle School. This approach to learning is known as arts integration.

“Arts integration works by teaching core curriculum in a different way, through an arts framework. At its best, the variety of perspectives used as tools in arts education make learning easier for students who do not easily connect to traditional, linguistic ways of information exchange,” Gina Angelique, who is the Dance Farm and Cave Junction Studio to School project manager, explained.

The Dance Farm is a theatrical group that comes into the school to assist teachers with core classrooms. Their funding comes from a grant that provides enrichment activities for students that were lost due to budget cuts.

Christopher Jelderks has been teaching for 11 years; the last two years at Lorna Byrne as the seventh- and eighth-grade language arts teacher. He just won a \$1,000 grant through the Josephine County Foundation grant to purchase 10 Chromebooks for student use.

“These help to close the digital divide that is a problem in this valley, especially since a lot of student do not have Internet access at home,” Jelderks explained, noting that the Chromebooks will be used to help develop the Whodunit.

The Dance Farm specializes in theatrical movements which they have adapted to drills and games to teach the curriculum. The students get up and act out the different plot stops of a good story, which are introduction, conflict, complication, climax and the conclusion. Right now, the Dance Farm and the students are working on the games and drills. Then, the students will build their own skit and plot structure based upon the curriculum. Students will be graded on performances, plots, costumes and articulation.

This is project-based learning and it incorporates the

common core standards for speech presentation and writing. It helps the students to learn how to make a good presentation. The students are totally engaged and they work harder, supporters say. They also note that it is loved both by the gifted students and those with learning disabilities, and encourages and teamwork.

Angelique’s inspiration for the concept of integrating art and school work came when Mr. Jelderks said that he needed to teach his students what key components make a “good story.” Her team of arts educators thought the middle-school students would experience better retention of these concepts if they experienced and discovered them for themselves. “Good arts integration breaks apart patterns and habits and tries to engage learner curiosity and discovery,” said Angelique.

So, they created a short play with Mr. Jelderks as the star, only he was lying “dead” under a blanket when the class entered the room.

“You can imagine the excitement and energy when students were expecting to sit at their desks in their typical fashion,” Angelique said. “I played a nervous substitute teacher and a murder mystery ensued between the arts educators and Mr. Jelderks, exaggerating the five steps. After the play, which ended with Mr. Jelderks resurrecting as Dr. Frankenderks, the learners named for themselves what happened in the story, thereby discovering Mr. Jelderks’ five steps in telling or writing a good story.”

“It is difficult for foundations to give in their target communities, because the nonprofit infrastructure just isn’t present in generationally poor, secluded, rural areas,” Angelique added. “So, it is really exciting that here in the Valley we gained the attention of the Oregon Community Foundation Portland. My partner, Chris Hall and I wrote this grant application because we believe our community is hungry for performing arts opportunities.”

Angelique also wants the community to get involved. “We want the community to know that you can be a part of the joy, the acting and the playing! Join one of the performance troupes as a volunteer or participant, all ages and levels are welcome!” said Angelique.

It’s the Climate: by Robert Hirning

Part Two - Winter and Spring

The big flood of 1964 was on December 22. A big storm and heavy snow knocked out power for four days just the December before last, on the 20th. Some years the winter solstice is sunny (though fleeting) but, typically, this four or five week period harbors the heaviest weather for the year.

Extreme cold comes after Thanksgiving. If you haven’t drained the irrigation or put a light on in the

pump house do it before ice forms and breaks PVC or cast iron pipes alike. Super cold snaps of single digit temperatures are rare (only 15 times a century) but they almost always come during this post-Thanks-giving eight week period.

Rarer still are below zero temperatures which, according to my 40 year records occurred in 1972 and 1989. Cave Junction records don’t go back before 1960, but Grants Pass doesn’t show anything else below zero, with the exception of 1930 and

1883. These super cold snaps come from central Asia over the pole and usually last four days. This phenomenon occurs in December and January, with once each in late November and early February. Keep the water dripping and the thermostat set at 60°. If you leave your home unattended during this period in the winter (for a week or two) be ready to accept the consequences.

Winter usually has two acts with an intermission. The intermission typically is a high pressure

stretch of clear, cold days and nights for three to five weeks. This period may be accompanied by the foggy season. When it comes in January, usually the ground freezes for a few inches down and the nights are around 20°; when it comes earlier the fog keeps temperatures about ten degrees warmer. Takilma is luckily often above the fog with brilliant, cloudless days while Grants Pass and Medford fester in a morass of gas fumes and wood smoke mixed in a pea soup freezing fog. When intermission is over, find your seat quickly because it all comes back with a vengeance.

Usually, the second act starts off with a dramatic bang with winter thunder and a round of storms. These storms are different now; no longer expect the temperate “Pineapple Express” from Hawaii with heavy warm rains. These are colder, blustery fronts from the Gulf of Alaska. We see many of these for months. Look for snow days in February and accumulations of snowpack in the high country. This is not to say that February is cold like January; between these storms February is

always an improvement. Unlike the Eastern US, we see signs of early spring towards the end of the month and even a little bit of warm sun. After mid-February danger of frozen pipes is over and you can try planting peas.

The next period from early March into May is fickle. Cabin fever is rampant; just when you think spring has finally sprung, it is back to cold and rainy again. Don’t plant anything frost sensitive before Memorial Day because if you do, and it’s weather-dependent, be ready for disappointment. A final heavy frost may come in late April, but don’t set the tomatoes and peppers out until May 24th (and then be ready to cover them). Memorial Day weekend can mean cold, rainy weather; we were snowed out of the high elevations during the tree planting years more than once.

To be continued in the next issue....

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