

PANTHER PRIDE

WESTON HIGH SCHOOL'S FAMILY NEWSLETTER

2016-17 SCHOOL YEAR

ISSUE NO. 3

Vision Statement

All Weston High School students think creatively and critically to problem-solve through project-based, hands-on, applied and relevant learning.



Mission Statement

Weston High School is a diverse school of choice providing innovative learning opportunities that prepares students for college, career and life.

WAYS PARENTS CAN SUPPORT THEIR STUDENTS WITH MATH

BY MS. HENRY

Our students think that math has become a very performance based subject, all about procedures, memorization and getting the right answer. They have forgotten that math is a beautiful, visual subject. Professor Jo Boaler, from Stanford University has been in the forefront of leading a revolution to change students' mindset about this. She has a great resource, summarized here, that gives some ideas for parents to help transform math for their students. Encourage your student to play puzzles and games. We often think of this as something that we only do with young children, but there is some great logic puzzles available to older students and adults. See the list and descriptions below for some ideas. Always be encouraging when your student is working on math. Never associate math with speed. Math is about thinking deeply, not how fast we can complete the problem. Never share with your student the idea that you

were bad at math or that you dislike it. Instead, emphasize how you use math on a regular basis as an adult.

Encourage number sense. Being able to separate and combine numbers flexibly is very important. When we need to estimate prices, calculate taxes and discounts, cook, measure, build/construct, etc., we work with numbers mentally and flexibly. Finally, and maybe most importantly, let your student know that they have unlimited potential at math and that being good at math is all about working hard. "It's great that you have learned that" is a good way to praise students and encourage a growth mindset. Math puzzles and games for older students and adults. Google these to check them out and play!

* Sudoku – this is one that most of us have heard of and many of us have played. There are apps, online versions and books available.

* KenKen Puzzles – KenKen puzzles

increase math skills and logical thinking as well as develop concentration and perseverance.

* Bloxorz – this is a really cool puzzle game where you have to get a rectangular cube into a square hole.

* Isoball – a logic game where you have to roll a ball into a designated hole by building a track using several kinds of block.

* Soukoban – in this game you use simple logic to push given cubes to a certain position in a warehouse, quite challenging to complete the hardest levels.

* Pocoman – this is similar to Soukoban, but includes a bit more complicated mazes.

* Osluk – use logic to get the yellow square out through the bottom edge.

Boaler, Jo. "Advice for Parents from Professor Jo Boaler." (2016). youcubed.org

YOUR SCHOOL OF CHOICE

"BELIEVE AND ACHIEVE!"



ATTENDANCE LAW CHANGES

BY MR. NELSON

Arlington Public Schools recognizes that regular school attendance is a key factor in academic success.

Students who miss less than 9 days of school each year stay engaged, successful, and on track to meet standard.

Did you know?

Attendance affects achievement.

Chronically absent students statistically have lower achievement.

Missing 10%, or about 18 days of the school year can drastically affect a student's academic success.

Attendance = Graduation

9th grade attendance is a better predictor of graduation rates than 8th grade test scores.

Attendance is a team effort!

All school staff are here to support students who are missing too much school.

What we need from you:

Support regular school attendance by sending your child to school every day.

Establish regular evening routines.

Send your child to school unless they show signs of severe illness including: fever, vomit, diarrhea, severe cough, strep throat or doctor order to stay home. Schedule appointments and vacations outside of school hours when possible. If this is not possible, complete a pre-arranged absence form with the attendance office.

Call the school attendance line when your child is absent.

Our promise to you:

Track daily attendance and notice when your child is not at school.

Communicate with you to understand why your child is absent.

Work with you to identify barriers and supports available to overcome attendance challenges.

We are all here to support the success of your child. Important information regarding state attendance laws:

The Becca Bill (RCW 28A.225.020) requires: Students to attend school full time if they are between the ages of 8 - 17.

The school to provide information on attendance and have parents date and sign to acknowledge review of attendance information.

The school to notify you when your child has an unexcused absence.

The school to meet with families to identify barriers and develop a plan to improve attendance when the student has:

Two (2) unexcused absences in a month

Five (5) unexcused absences in a month

Ten (10) unexcused absences in a year

The school to file a petition with the Juvenile Court when students have seven unexcused absences in a month or Ten (10) unexcused absences in a year.

Thank you for helping us follow Washington State Law by signing and dating the attached Acknowledgement Letter and returning it to Weston High School with your student.

SKYWARD APP- DO YOU HAVE THIS?

BY MRS. SHAUGHNESSY

As a parent myself, I want to know how my children are doing in school without waiting for report cards to come home. I don't like not knowing what is going on with my children... maybe that makes me a bit of a control freak!

So, I was never so happy as when I discovered the Skyward Family Access App for my phone! With this app, you can check on grades, attendance, discipline, food service, schedules, and report card information at any time of the day or night. I find this so convenient! My children, on the other hand, not so much.

A huge positive for being able to check in with how my kids are doing means it has opened up dialogue on what is going on with them in school. The beauty of this is that I can help them jump on missing assignments or low grades before their grades tumble out of control.

I encourage all parents to get this app as it fosters parental involvement and increased student success in school. If you ever have any questions about how to use the app, please do not hesitate to email me

(jshaughnessy@asd.wednet.edu) or call me (360-618-6340).



HALLOWEEN DANCE

BY MR. PERRIGO

The Leadership class put on a Halloween themed dance on October 28th from 7 to 10 pm. Students worked hard on creating activities and decorations for the dance. The ASB decided to charge for dances this year. Tickets sold for two dollars before the dance or three dollars at the door. This was decided by the student council and leadership students so there was money to buy food and water at the dance.

The students had a lot of fun at the dance. They could be seen dancing, playing video games, having a spirited game of Apples to Apples, or just having fun with their friends. The Leadership class and ASB members are very proud to organize and offer community building functions outside of class time and look forward to offering another in the spring.



WHAT IS A 504 PLAN?

BY MRS. ARNOLD-GRINDY

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on a disability. Section 504 requires schools to provide a free appropriate public education (FAPE) to every student with a disability.

Students who are entitled to a 504 plan (1) have a physical or mental impairment that substantially limits one or more major life activities, & (2) need accommodations, aids, or services because of their disability so they can access and benefit from their education.

How do I get a 504 plan for my child?

Anyone can refer a student for a 504 evaluation. A section 504 referral should be in writing and ask that the school evaluate whether or not a student has a disability and needs accommodations, aids, and services.

What are the next steps?

The school requires consent from a parent or guardian unless a student is 18 years old, adult students can provide consent on their behalf. The school determines who will make up the 504 team, gathers and analyzes data about the student's condition to answer 2 questions – (1) Does the student have a physical or mental impairment which substantially limits one or more major life activity and (2) if so, what accommodations, aids, and services, if any, does the student need to access and benefit from their education. The 504 team then creates a plan and puts it into action. The 504 plan is reviewed annually at minimum.

Typical conditions that may constitute a 504 plan:

- Diabetes
- Allergies (chemical, food)
- ADHD
- Seizure Disorder
- Asthma

*Many health services provided by schools are 504 services.

Is a 504 plan the same as an IEP?

NO. Individual Education Programs (IEPs) is for students with disabilities that, through comprehensive evaluation, have been determined to require specially designed instruction to access general education curriculum as a special education student.

Who do I contact to pursue a 504 plan?

Katy Brown, School Counselor, 504 coordinator
Anna Arnold-Grindy, School Psychologist, 504 plan team member & consultant
Will Nelson, School Principal and 504 plan team member and facilitator

Resource for more information:

FAQs: www2.ed.gov/about/offices/list/ocr/504faq.html
www.k12.wa.us/Equity/pubdocs/504manualfinal.pdf

District Non-Discrimination Notice Arlington Public Schools provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with hearing, vision, or speech disabilities.

The following employees have been designated to handle questions and complaints of alleged discrimination:

TITLE IX OFFICER AND COMPLIANCE COORDINATOR

Mr. Mike Johnson
Executive Director, Human Resources
315 N French Ave.
Arlington, WA 98223
360.618.6212
mjohnson@asd.wednet.edu

Revised & adopted October 2016

SECTION 504 COORDINATOR

Ms. Kathy Ehman
Assistant Superintendent
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