

PANTHER PRIDE

WESTON HIGH SCHOOL'S FAMILY NEWSLETTER

2017-18 SCHOOL YEAR

ISSUE NO. 6

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.



“WHEN AM I EVER GOING TO USE THIS?” MR. HEYWOOD

Have you ever asked your math teacher this question? I wish I had a dollar for each time I have heard this question! Struggling students often become frustrated with complex math problems and say that they will never use math in “real life” situations. While more abstract mathematical concepts may rarely come into play, the underlying skills developed in high school math classrooms often resurface to help solve various real world or work-related problems, sometimes years in the future.

When faced with this question from a student, I used to answer with situations where they would use THAT specific math skill. But it was easy for students to say “I will never be an engineer (or accountant, scientist, etc.)” and my answer got no where. Now I answer “You may not have to do THIS exact type of problem, but you WILL use the problem-solving

ability you are developing as you work on math.” Learning and working on math pushes students to develop careful, logical thinking; it requires them to practice persistence; it asks them to collaborate and communicate with other people; and it sometimes calls for creativity in finding different solutions. In short, working at math develops problem-solving abilities that can be applied to any situation.

Next I tell students, “Your future employer will value your problem-solving ability. Employers WANT problem-solvers!” The logical thinking, persistence, collaboration, communication, and creativity that students develop in math will help them get jobs in the future. The problem-solving ability they demonstrate in their job will be rewarded (hopefully!) with better jobs and higher pay.

This year in algebra and geometry we will be helping students develop their problem-solving with the use of real-world lessons from the Mathalicious website

(<http://www.mathalicious.com/>).

These lessons present students with situations where they have to discover and apply math concepts to answer real-world questions. An example is “In the Zone: How hard should you exercise?” where students graph heart rates at different exercise intensities to determine desired heart rates at different ages. In another lesson, students graphed lines and determined slopes to answer the question, “How much does Domino's charge for pizza?” We hope these real-world lessons help students answer their future real-world questions!

YOUR SCHOOL OF CHOICE

“BELIEVE AND ACHIEVE!”



WINTER WEATHER SCHOOL CLOSURE BY MR. NELSON

The season of inclement weather is upon us. Please check FlashAlert.net for the most accurate and up-to-date information regarding school closures and delays. You can set up an account on FlashAlert.net and request email or text messages when the District posts a notice.



IMPORTANT DATES

January 9 & 10, 2018
I-Ready Testing

January 10, 2018
Early Release
Students released at 11:20am

January 15, 2018
No School
Martin Luther King Jr Day
Holiday

February 1, 2018
CAP 1 & Semester Ends

February 2, 2018
No School-In-Service Day

February 19, 2018
No School-President’s Day



2017-2018 STUDENT YEARBOOK BY MR. PERRIGO

Currently our students in our Leadership class are working hard on creating our 2017/18 Weston High School Yearbook.

Our theme this year is Everyday Heroes. It’s going to be “super” fun and colorful. We have a variety of pages we are creating and would like to extend an invitation to parents/guardians to send us photos of your senior when they were younger, or pictures of family pets for our “Superhero Sidekick” page.

You can email a copy to me at jperrigo@asd.wednet.edu or send a hard copy.

Thank you,

Josh Perrigo
ASB/Yearbook Advisor



WESTON ALTERNATIVE ONLINE PROGRAM BY MRS. OTTO

Beginning the 2017/2018 school year, Weston High School houses the Alternative Online Learning Program (AOP). This program was previously located at SVLC before moving to Weston this school year. Now that the program is housed at Weston, students will receive a Weston High School diploma, as well as have the opportunity to take Weston day program classes.

The Online Learning Program offers students flexibility, as well as the opportunity to pace their classes to their needs. We have students in many situations where going to school 5 days a week for 7 hours just can’t be done. We provide the opportunity to work outside normal school hours and still get the credits they need to graduate.

Currently, we have over 55 students in AOP. We project that our numbers will reach 90 by the end of the school year. Weston High School now houses the Weston day program, Open Doors, as well as AOP. With these three programs we believe that we provide students with numerous opportunities and tools to obtain their high school diploma.



HOPE IN THE CLASSROOM

BY MR. MOORE

As we return from winter break, we find ourselves looking into a dark and dreary winter. Short days, cold weather, the inevitable Washington rain, it's enough to drive someone to hibernation! I imagine that many of our students feel the same way about school. There's so much to do, I've missed so much school, I'm so far behind in my classes, it's pointless, might as well give up!

I find myself talking with students about this same topic on nearly a daily basis. Many of our students exhibit some level of hopelessness. I try my best to respond with hopefulness and encouragement. Because, after all, what is our business here at Weston, anyway?

One of my go-to tools for fostering hope in the classroom is developing a Growth Mindset. Many people have probably heard of a Growth Mindset, or the theory that people's mindsets are either based in growth or fixed. Imagine two people approach a difficult challenge. The person with a fixed mindset will say something to himself along the lines of, "It's impossible" or "I can't do it." On the other hand, a person with a Growth Mindset will approach a challenge as something that they have to figure out. Someone with a Growth Mindset will frequently say things like, "I haven't figured this out yet" or "What am I missing?"

I have had a pretty powerful experience with Growth Mindset in my own academic history. I've taken statistics four times, once in high school, twice while earning my Bachelor's degree at PLU, and finally in graduate school at Evergreen. Needless to say, it took a while to stick, mostly because I encountered some challenges with math in high school, and started to tell myself that I'm not a math person. However, after learning about growth mindset at Evergreen, I was able to use those principles to help earn credit in statistics.

I think that it is important for teens to learn about growth mindset. I care deeply for each of my students and want to see them be successful both in and out of school. I find it to be self-deprecating to tell oneself that they can't do it. But also, for students at Weston specifically, I want Weston to be a launching point, not a plateau. I'm sure many parents, family members, and adults know someone who peaked in high school; think Uncle Rico from Napoleon Dynamite. Not a pretty picture. We're involved in our students' lives in very formative years, so it is important for us to help them; not just today, but as they leave our care and become adults in our shared community.

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. Eric DeJong
Executive Director, Human Resources
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Arlington, WA 98223
360.618.6212
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Revised & adopted October 2017

SECTION 504 COORDINATOR

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