



Voice of the Vikings



Shaw Middle School

November 2021

From the Principal's Desk

Students of the Month

The Shaw Student of the Month program is the foundation of our VIP program. Student of the Month is built around Character Strong traits and Summit Learning habits. Shaw staff celebrate and recognize students each month who show growth and model these traits and habits.

8-Essential Character Traits

Character Strong is a robust middle school curriculum, created around 8-Essential Character traits, creates experiences tying together social-emotional learning, character development, and community building into our advisory experience. Students tell us that the lessons are engaging, relevant, and support a school culture where students can set and accomplish goals that lead to readiness for high school success as young adults.

These traits are: Kindness, Commitment, Forgiveness, Patience, Respect, Honesty, Humility, Selflessness

16-Habits of Success

Summit Learning integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner. 16-Habits of Success include the development of skills in five categories:

1. **Healthy Development** (Attachment, Stress Management, Self-Regulation)
2. **School Readiness** (Self-Awareness, Social Awareness/Relationship Skills, Executive Function)
3. **Mindsets for Self and School** (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School)
4. **Perseverance** (Resilience, Agency, Academic Tenacity)
5. **Independence and Sustainability** (Self-Direction, Curiosity, Sense of Purpose)

September's Student of the Month Honorees

Kindness: Ruson Keja, Luis Carranza-Bazan, Robert Gonzalez, Ash Rijon, Clancy Heine, Kaidence Meeker, Christopher Ducker, Sarah FNU, Alise Fuston, Seth Willard, Addy Steppe

Academic Tenacity: Daytona Stark, Jade (Faolan) O'Hara

Preparedness/Ready for Class: Shaelin Locker

Self-Direction: Kai Kuehl, Baillie Stillwell

Empathy: Madison Easley-Davis

Resilience: Gavin Smitherman

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The mission of Shaw Middle School is to prepare all students academically and socially for High School and beyond.

Teacher Contact Information

All email addresses below end with: @spokaneschools.org

Shaw's Main Office: (509) 354-5800

Shaw's Attendance Line: (509) 354-5802

If you need assistance with anything, we want to help you.

Please call the Shaw Office if you are in need of any support and we will connect you with someone to help you!

<u>APEX—7</u>	<u>Subject</u>	<u>Email</u>
Crim, Cody	Science	CodyC
Egger, Mark	Math	MarkEg
Harris, Alyssa	English	AlyssaH
Hrycenko, Matthew	Support Teacher	MatthewHr
Pietz, Lindsey	Support Teacher	LindseyPi
Smith, Sarah	Social Studies	SarahSm

<u>SHRED - 7</u>	<u>Subject</u>	<u>Email</u>
Bushnell, Sydney	English	SydneyB
Burns, Cameron	Science	CameronB
Hasbrouck, Rachel	Support Teacher	RachelHas
Pinkerton, Danielle	Support Teacher	DanielleP
Roberts, Dusty	Social Studies	DustyR
Shorey, Keegan	Math	KeeganS

<u>PEAK - 8</u>	<u>Subject</u>	<u>Email</u>
Hayes, Collin	Math	CollinH
Flores, Janelle	Science	JanelleF
Kaluza, Heather	English	HeatherKa
Sanders, Moose	Support Teacher	MooseS
Small, Melissa	Support Teacher	MelissaSm
Yeoman, Ashtin	Social Studies	AshtinY

<u>HOME Team—8</u>	<u>Subject</u>	<u>Email</u>
Eason-Eyer, Cara	Support Teacher	CaraE
Gangelhoff, Adam	English	AdamG
Imes, TC	Support Teacher	TCImes
Jones, Rachel	Science	RachelJ
Reese, Bill	Social Studies	BillR
Rowland, Dalton	Math	DaltonR

<u>Electives</u>	<u>Subject</u>	<u>Email</u>
Dimitrov, Val	Fitness & Health	ValentinD
Heath, Jim	Music	JamesHe
Lawhead, Whitney	Spanish	WhitneyL
Lee, Jeremy	CTE	JeremyL
Leibrecht, Rhonda	CCLR	RhondaL
Miller, Logan	Fitness & Health	LoganM
Paulson, Dave	Design & Model- ing	DavePa
Quidwai, Ish	Fitness & Health	IshQ
Sleeth, Amy	AVID / Library	AmyS
Tyler-Babkirk, Dean	Art, Publications	DeanT

<u>ELD</u>	<u>Subject</u>	<u>Email</u>
Rutz, Jordan	ELD—Newcomers	JordanR
Hagan, Cynthia	ELD	CynthiaHa
Whitman, Lara	ELD	LaraW

<u>Regulators</u>	<u>Subject</u>	<u>Email</u>
Ramos, Jerry	8th—B.I.	JerryRa

<u>Team EPIC</u>	<u>Subject</u>	<u>Email</u>
Brown, Neal	Designed Instruction	NealB
Johnson, Rebecca	Designed Instruction	RebeccaJ

<u>Team Drive</u>	<u>Subject</u>	<u>Email</u>
McCullough, JD	ABLE	JeffreyM
Olson, Marks	ABLE	EmilO



Greetings from Team APEX! During first quarter, our students have been working hard on important 7th grade behaviors like being ready for class and asking for help, and academic skills like identifying theme in a novel, planning investigations, scale factors, and selecting evidence.



On October 22, APEX students with no missing assignments had a painting party to celebrate their hard work during quarter 1. Congratulations to those 34 students! Our quarter 2 celebration is January 14. If your student needs support to get caught up, please contact Mr. Hrycenko to sign up for our after-school program. We look forward to seeing even more students join us at the next party.

Pictured above: Marwa Sultan, Kampaire-Olivia Kembabazi, Jonathan Tarrtt, Joseph Ishibaleka, and Mazin Saleh at the APEX Quarter1 Celebration

Student Advisory Council

Shaw's new Student Advisory Council is up and running. The council is made of Shaw students representing their advisory classes and working to make Shaw an outstanding place to learn. The council will not only work on current issues impacting the school but also community service and campus betterment projects. Families, please encourage your students to join the council, which meets every Monday during both lunches. All students are welcome to join!



The ABLE program is off to a fantastic start this year as we embrace the beauty and convenience of our new learning environment, and the opportunity to work alongside our friends in Designed Instruction. ABLE students are mastering the art of social learning and striving for academic excellences at every turn. We have recently combined the teaching efforts of our classrooms into one, as we look to expand the number of students we support in 2022. With this in mind, ABLE staff are rising to the challenge in the classroom and school community by making student well-being and learning experiences a top priority.



One of our amazing students, Jack Crawmer, will be graduating from our program at the end of this year. We are so proud of Jack's accomplishments, as he continues to improve in all facets of academia at Shaw. Jack always demonstrates a happy disposition in the classroom. His humor keeps everyone in good spirits, and his classmates enjoy laughing and spending time with him.

ABLE Super Star, Arianna Gray, will also be graduating from Shaw this year. Arianna's tremendous growth will ensure her success in high school and beyond. We will miss her friendship and willingness to help her classmates. Arianna has proven to be a kind and caring person who is certain to accomplish great things in life.

Stay Informed

We use various forms of communication to keep you informed. Please stay tuned by consistently checking into the following sites. [Shaw website](#). [SPS website](#)

Like and follow Shaw and SPS on Facebook. [Shaw Facebook page](#). [SPS Facebook page](#).

During the school year, please email any of your child's teachers to keep up to date on school work and enrichment opportunities.

Join Theater Arts Club!

Everyone is welcome! We are working on costume design with the generous donation of fabric and other supplies from Ms. Ginny Barrett and Ms. Doris Munson. Theater Arts Club meets Wednesdays from 3:30—4:40pm. Make sure to have your after-school permission form signed.



Ms. Campbell teaches Eathin and Clara how to use the sewing machine



Mia and Lily cut fabric for their design

VIP

Shaw's VIP program builds upon our student of the month program, allowing students to demonstrate and track their accomplishments over their two years at Shaw Middle School as they develop readiness for high school. The VIP program is open to all Shaw students who have met or exceeded the quarterly goals for academic and social growth. It also allows students to self-monitor and track their growth. The elements required for each level of VIP are those which are important to best prepare students for high school and beyond. **It is never too late to become a VIP.** Students have a fresh start each quarter and can earn VIP status throughout the school year. It is our goal that all Shaw students earn VIP recognition. Please encourage your student reach for VIP.

All of the VIP criteria are in your student's planner. Ask your student to show you pages 10 & 11 to learn more about the VIP program at Shaw. We will be honoring our first quarter VIPs in the coming weeks.

Caring for the Whole Child

At Shaw, we are responsible for educating the whole child. We take this responsibility very seriously. Part of a whole child approach is caring for the social and emotional (SEL) needs of our students. This is especially important in these interesting times.

Our students have gone through many challenges in the last year and a half due to COVID. It has been difficult for many to go through remote learning and transition back to full-time in-person school. Our students are showing the stress of this challenge.

One of the ways that we meet this need is by the use of CharacterStrong curriculum in our advisory classes. Char-

acterStrong is focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. These lessons teach the pillars of character such as:

- **SEL Competencies:** Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
 - **Character Development:** Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility
- We encourage you to use these pillars as you talk with your student about character and how they want others to see them. Learn more about CharacterStrong by visiting [their website](#).

“Unexpected kindness is the most powerful, least costly, and most underrated agent of human change.” ~ Bob Kerrey

Shaw Families,

We are a proud Title I School. This is a federal designation that provides our school additional resources to improve student learning. We use our Title I funds to hire additional instructional staff, provide professional development opportunities for staff, purchase additional instructional materials, and engage the family community in events. We will be planning virtual family events and hopefully in-person in the future. Please view our Shaw website for more information.

At Shaw, we invite you to continue to find ways to partner with us in your student's education. One way to partner with us was to provide input on our Title I Parent Engagement Plan, our Title I Compact, and our School Improvement Plan which were emailed out to families and placed on the Shaw website home page. We appreciated your feedback. Currently, the revised documents are available on the website. Thank you, families, for supporting your students at Shaw Middle School.

Communities In Schools

Communities In Schools of Spokane County (CISSC) aims to surround students with a community of support, empowering them to stay in school and achieve in life. At Shaw Middle School, our site coordinators help students with attendance, behavior, academics, and basic necessities. Free services that are provided include, but are not limited to, food, hygiene items, clothing, school supplies, after-school programs, enrichment programs, goal setting, and referrals to community services. If you or someone you know needs any of these services, please reach out to Jennifer Lopez (jenniferlo1@spokaneschools.org) or Nathan Hamilton (nathanha1@spokaneschools.org) by email or phone (509-354-5817).



We are excited to get to know you!

Teaming at Shaw

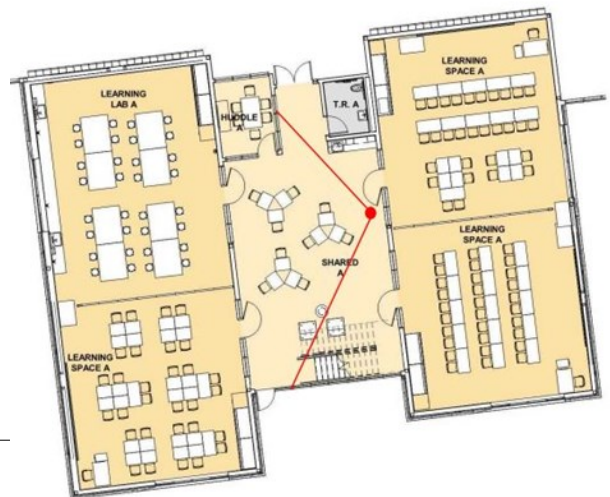
We are enjoying our beautiful new school and neighborhood classrooms (all content classrooms are adjacent to each other), Shaw continues to implement teaching teams to provide instruction for students in the four core content areas – English, math, science, and social studies. Each team has six teachers and teachers share a common set of students and a common planning period, an approach that allows for greater communication about student needs. Teachers can share what they learn about individual students and leverage that information to build stronger relationships with students, determine appropriate and effective curricula, and address different study skills and learning techniques. We are looking forward to having 6th graders join us in their new neighborhood for 2022-23 school year.

We know students do not all learn at the same rate, do not all have the same goals and interests, and that periods of equal length are not appropriate for all learning situations. Teaching teams have the flexibility to adjust the daily schedule based on how it will best achieve learning goals for students. For example, two teachers may team up during the same or adjacent periods to integrate curriculum or facilitate a longer science lab.

We also know that middle school students benefit from consistent routines, and our teaching teams have developed procedures and expectations that are imple-

mented in every class. Students can feel safe to focus on learning because they know things will not change with every teacher or class period. They know how content is progressing, how they fit in to the group, and what is expected of them. When the learning environment is consistent across content areas, students are more likely to thrive and experience personal and academic growth.

The Shaw mission and vision statements establish our intent to prepare students for academic and social successes in high school and beyond by providing them with a safe, responsible, and respectful learning environment. Teaching teams are one of the models we are utilizing to fulfill our mission and achieve our vision.



Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate in the admission, treatment, employment, or access to its programs or activities on the basis of age, sex, marital status, race, color, creed, national origin, 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, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer, Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer and/or 504 Compliance Officer: 504 Compliance Officer: Melanie Smith, 509.354.7284; ADA Officer: Stephanie Busch, 509.354.5993; Affirmative Action Officer: Nancy Lopez-Williams, 509-354-5651; AHERA Officer: Robert Findley, 509.354.7143; ALE Officer: Heather Bybee, 509.354.7361; Certification Officer: Cindy Coleman, 509.354.7318; Claims Agent: Rebecca Doughty, 509.354.7298; Contract Officer: Cindy Coleman, 509.354.7318; Copyright Compliance Officer: Mark Martell, 509.354.7212; Equal Opportunity Officer: Nancy Lopez-Williams, 509-354-5651; Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284; Personnel Officer: Nancy Lopez-Williams, 509-354-5651; Public Records Officer: Terri LeFors, 509.354.7395; Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298; Secretary, Board of Directors: Dr. Adam Swinyard, 509.354.7268

North Parking Lot Open!

We are pleased to share that the north parking lot is now open and available for use. This parking lot provides a designated loop for student pick up and drop off as well as parking for the Hillyard Library and Shaw guests. You can access the parking lot by driving south on Cook street and turning left into the lot. After your student has exited your vehicle, you will exit the lot by turning right on Cook street. There is a student entry for before school, beginning at 8:50am in this lot next to the gym. This will also be the entry point for parents to use to cheer on their Vikings at sporting events. The south parking lot, closest to Empire, is designated for staff parking and has limited spots available. Please help us by using the beautiful new parking lot and loop on the north end of the building.

Cook street is no longer a thoroughfare for traffic. It has been redesigned to be pedestrian friendly in an effort to support families as they cross the street to access resources found at the Community Center. The NECC is a valuable part of our Hillyard Community Campus. Thank you for your patience throughout this construction process.

School Culture & Strong Relationships

High achieving schools are predicated on strong relationships. Shaw uses MTSS (Multi-Tiered System of Supports) as a set of ideas and tools to support academic and social student growth by establishing and maintaining positive school culture. MTSS addresses the needs of all students through a multi-tiered intervention system, which creates a positive school environment for both teaching and learning. This system intertwines with a focus on restorative discipline which allows students to repair any harm they may have done to learning community. The Shaw school culture expects students to focus on three things: Students are asked to be safe, responsible and respectful. When students violate any one of these norms, they are

expected to restore/repair the damage that was done to the other members of our learning community. Such strategies employed are students removing themselves from class for a short time to reflect and write down how they caused harm and what they can do to repair the harm. Some students will be referred to a success coach, counselor, case manager or other significant caring adults in the Shaw community to process how to restore relationships harmed by unsafe, disrespectful or irresponsible behaviors. Shaw also has a well-established support team that meets regularly to discuss and problem solve how students can restore violations of the school norms. Parents are asked to partner with staff and their student to restore any harm done to the learning community.

On The Calendar

- November 19 - Early Release, 2:15pm
- November 24—26—Thanksgiving Break
- December 10—Early Release, 2:15pm
- December 20—January 2—Winter Break
- January 14—Early Release, 2:15pm
- January 17—No School in honor of MLK Jr
- January 28—Early Release, 2:15
- January 31—Semester Break / Weather Make Up Day

Upcoming Sports

- 7th grade Basketball begins January 3rd.
- 8th Grade Basketball begins February 14th
- Wrestling Begins February 14th.



Games start at 4:15pm

7th Grade Volleyball

- Nov 17 v Garry
- Nov 22 v Chase
- Nov 29 @ Salk
- Dec 1 v Glover

8th Grade Volleyball

- Nov 16 v Glover
- Nov 18 v Garry
- Nov 30 v Salk
- Dec 2 v Glover
- Dec 7 v Garry

Interested in Sports?

Sign up through [Family ID](#)

A current sports physical is needed. (physicals are good for 2 years) If you need assistance with getting a physical or signing up, please reach out to Mr. Quidwai or the student office.

Before & After School Opportunities at Shaw

In partnership with Spokane Public Schools, Communities in Schools, and The Zone, Shaw is offering 21st Century Community Learning Center before and after school programming. Shaw has also hired additional teachers- one for each team- to support students staying current in their academics after school. Our before and after school offerings are designed to provide academic assistance and enrichment opportunities for students during non-school hours. The goal is to build students' involvement in school, which may help increase attendance, build confidence and creativity, and help foster positive relationships with peers and adult role models.



Please provide permission for your Shaw students to come before school or stay after using the QR code, [online](#), or by requesting a hard copy from our student office.

	Monday	Tuesday	Wednesday	Thursday
Before School 8-8:30	Check in Mindfulness Academic Support Open Gym	Check in Mindfulness Academic Support Open Gym	Check in Mindfulness Academic Support Open Gym	Check in Mindfulness Academic Support Open Gym
After School 3:30-5:15	Check out Mindfulness Academic Support Relationship Skills Zag Study Buddies Art Journaling Christian Fellowship Maker Club	Check out Mindfulness Academic Support Relationship Skills Zag Study Buddies Camp Crime Scene Chess Club Card/Boardgames Music Mentoring Anime Club <i>Girl Scouts/Girls Who Code (starts 11/9)</i>	Check out Mindfulness Academic Support Relationship Skills Zag Study Buddies Art Journaling Leadership Theater Arts Club	Check out Mindfulness Academic Support Relationship Skills Zag Study Buddies Camp Crime Scene GU Connections <i>Nutrition/Cooking Class (starts 11/18)</i> <i>Refugee Connections (starts 11/18)</i>

Coming Soon: CIS PrimeTime Mentoring, PEI Urban Forestry, and Art Club.

Shaw's afterschool program also has an incentive program. Students that stay from 3:30 pm until 4:45 pm are entered into a raffle; the raffle is drawn every other week. We have had three winners so far:

Congratulations to Clara Pelfrey, Maurice Parnell, and Marisol Casarez-Lopez!

*“Success is not the absence of failure;
it's the persistence through failure” ~ Aisha Tyler*

Citizen Complaint Process

If parents/guardians and other citizens believe that schools have violated any federal rule, law or state regulation that applies to a federal program, a Citizen Complaint may be filed. At Shaw Middle School, we have copies of the Citizen Complaint Process in our main office.

Welcome to Shaw!

In the fall of 2022, next fall, we will welcome new 7th graders to Shaw Middle School and for the first time, we welcome a class of new 6th graders as well. We look forward to inviting both 5th and 6th graders and their teachers to experience the Shaw neighborhoods and meet the staff. We will also plan visits for our parents to see the incredible learning spaces we offer, meet staff, and ask questions. We anticipate visitations during the second semester of this school year. See below for the principals that guided the design of our new building and neighborhoods.

Core Academic Principles

- Prioritize grouping 6th grade students together for core classes with a limited number of teachers serving each group.
- Develop student-centered schedules that prioritize proximity between classrooms, minimizes the number of transitions, and supports teacher collaboration.
- Support accelerated course options, classroom differentiation, and additional minutes for literacy and math interventions.
- Emphasize classroom experiences that are active, engaging, rigorous, and promote project-based learning opportunities.

Elective Offerings Principles

- Use school-day and after-school extended learning opportunities to support student access to both elective experiences and academic interventions.
- Provide course offerings that reflect a wide variety of elective experiences and are aligned to high school opportunities.
- Focus elective course curriculum design on attributes of healthy lifestyles, college awareness, and career exploration.

School Culture & Environment Principles

- Provide ongoing classroom and school experiences that promote community building, engagement, developmental needs,
- diversity, civic engagement, and a sense of belonging. Support student success by using consistent and engaging structures to teach expectations and encourage positive
- inclusive, social, and academic behaviors Offer a variety of opportunities in 5th grade and during 6th grade to help students transition and adjust to middle school
- Encourage parent engagement by providing a wide range of activities for parents to learn about and participate in their student's middle school experience
- Emphasize social emotional learning and whole-child supports through counseling, wellness services, community partnerships, and staff training specific to the developmental characteristics of middle school students.

Activities & Athletics Principles

- Offer activities that promote community, leadership, and participation among diverse populations.
- Ensure equitable access by utilizing community partnerships and school support structures to address factors such as transportation, medical assistance, supplies and materials, and equipment.
- Foster activity participation that supports social emotional learning and physical development through an emphasis on teamwork, self-esteem, and grit.
- Promote atmosphere and programming that encourages and welcomes all students to participate in a wide variety of inclusive traditional and nontraditional activities.