



Voice of the Vikings



Shaw Middle School

April 2019

From the Principal's Desk

I want to let you know about important work that the Shaw faculty is engaged in now. Administration, teachers, and staff are considering a school policy change beginning in August 2019. If approved, SMS classrooms will become **Cell Phone-Free Zones**. As a result, personal telecommunications devices (PTDs), including mobile (cell) telephones, pagers, CD and MP3 players, iPods, smart watches, and any other communication devices may not be used while the student is in the classroom unless the teacher has planned for cell phone use as part of the learning experience and has signed teacher-student-parent contracts on file. This is a change from previous years when individual teachers set policies within their classrooms to a more uniform approach. We believe that this consistency will help our students learn how to successfully manage their devices.

As a technology forward-thinking school, Shaw wants to help teach and promote appropriate digital citizenship. To help our students learn how to manage their personal devices in school, teachers would have the freedom to include cell phones (PTD's) as part of the planned learning. The adults that support learning at Shaw have overwhelmingly agreed that a consistent, school-wide policy to manage cell phone use during class time will help students stay present and engaged in their learning. The intent is to support student academic success

by removing a major temptation and distraction and by promoting face-to-face social interaction and connection. PTDs would be kept locked in the student's assigned locker. Currently, each student is issued a locker for personal use; sharing locker combinations and/or lockers is discouraged and not allowed.

Teachers and students have repeatedly observed that a cell phone on a desk, even when in use as a research tool, may still cause some students too tempting a distraction. When a cell phone dings or buzzes, the minds of even the best students wander away. Research tells us that, after a cell phone distraction, it can take up to ten minutes for the brain to reengage in learning. Phones are not merely a distraction for their owners in the classroom, but cell phones can also be a source of distraction for both the teacher and classmates. Students whom I have interviewed while considering this policy change agree with these findings.

If you have input or feedback regarding the potential Shaw policy change, please don't hesitate to email me at jons@spokaneschools.org. Highly successful schools form alliances with parents and guardians focused on a common goal. Our mission and our goal at Shaw is your student's readiness for high school, which includes the ability to manage the cell phone.

Jon Swett

Inside this issue

<u>Article</u>	<u>Page</u>
Smarter Balanced	2
From the Counselors	3
Dance Team	4
Summer in the Zone	4
Social Studies	4
Fragrance Free	4
Student of the Month	5
Character Strong	5
BASE	5
ASB Elections	6
V.I.P.	6
Calendar	7
Summit	7
Stay Informed	7
Sports Calendar	8
After School at Shaw	8

Shaw is a Title 1 School

Title 1 Funding "is to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education..." Shaw uses our Title 1 dollars to help improve student performance at Shaw. We purchase additional materials, pay for intervention teachers and instructional coaches, and provide professional development opportunities to our staff to better serve our students, and to actively involve the parent community.

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

Smarter Balanced Assessment

Benefits and information for middle school students and families about the Smarter Balanced Assessment: To help students better prepare for success after high school, Shaw uses college-

and career-ready learning standards, which define what students should know and be able to do by the end of each grade. **One way** we measure how well students and schools are performing in meeting the standards

is with Smarter Balanced assessments (SBA). Smarter Balanced measures skills like problem solving and critical thinking that are important to a student's future.

Smarter Balance Assessment Frequently Asked Questions

Question	Answer
Why do students need to be college and career ready?	Most jobs in Washington may require a postsecondary degree or certificate. Less than 40 percent of Washington students have college degrees. To take advantage of these opportunities and have a life filled with options, students need a quality education to successfully pursue college and career pathways. Smarter Balanced is a tool that lets teachers and families know how students are doing and when they might need extra help along their path to a high school diploma and postsecondary degree or certificate.
How do Smarter Balanced scores help students, teachers, and families?	Teachers and families want what is best for students, and Smarter Balanced assessments let them know where students need help and how to support them. Smarter Balanced gives students, teachers, and families better information on how students and schools stack up against others in the state, nation and world. The assessments also show how to best help students succeed, to avoid remedial classes in college, or take more challenging courses on their pathway to be ready for college or the career they choose after graduation.
How are Smarter Balanced assessments scored and what do the scores mean?	Smarter Balanced assessment scores fall into one of four levels. Students receive a score for math and a score for English language arts. A level 3 or 4 score is one way of demonstrating a student is on track for college and career readiness. A Level 1 or 2 score means a student might need extra help, motivation and planning to be college and career ready after high school.
If a student scored below a Level 3 on Smarter Balanced, can he or she still go to college?	Definitely! Students who scored a Level 1 or a 2 can still become college and career ready, but they will need some extra help before graduation. They can check in with their counselors, teachers and family to see what opportunities they can explore, like a Bridge to College transition course in 12th grade or attending tutoring offered by their school or a community organization. There are plenty of opportunities available to help get them back on the college-and career-ready track.
What happens if a student doesn't take the Smarter Balanced assessment?	If students don't take the Smarter Balanced assessment, then schools, teachers, and families will not have the full picture on how students are progressing in their learning, where they need help, and if they can pursue more challenging classes. By practicing in middle school, students who have experience with the Smarter Balanced assessments have an advantage when taking the assessment in high school. In high school, passing the Smarter Balanced with an "exit exam" score on both ELA and Math assessments is a graduation requirement.

TEENS AND SUICIDE: What Parents Should Know

◇ How can I tell if my child is behaving like a normal teenager—i.e. moody, etc—or if there might be something wrong?

When children hit puberty, changes in their body and brain can and do lead to behavioral and emotional changes. but there is a normal range which can manifest as moodiness, irritability, and pushing you away. This is a natural part of adolescent development. What should be concerning is if you see indications of hopelessness or worthlessness, a withdrawal from friends and activities, or suicidal thinking or behavior. These are not typical manifestations of teenage angst.

You know your child. You know their usual patterns, their common reactions to frustration and challenges, and what their good days and bad days look like. Trust your instincts if their behavior goes beyond these usual patterns of behavior. It could be just the tip of the iceberg of possible changes in their physical or mental health. It's worth engaging them in conversation to get a fuller understanding of what they are experiencing so you can provide support and get a better sense of how severe it is.

If your teen's sleep, energy, appetite, motivation, substance use, and frustration aren't bouncing back to normal after a few days, have them see their pediatrician or a mental health practitioner.

◇ How can I talk to my teen about mental health and suicide?

Don't be afraid to have a conversation with your child about mental health and suicide. Ask your child how they're doing, what's happening in their world these days, and what their concerns are. It can start simply by asking, "Are you okay?"

1. Listen intently and without judgment.
2. Encourage your teen not to isolate himself or herself from family and friends.
3. Plan an activity where you can talk and listen to each other (go for ice cream, take a walk).
4. Share your feelings and listen to their feelings.
5. Recommend exercise.
6. Seek professional help.

<u>Family Resources</u>	
7th Grade Counselor, Lori Markham	(509) 354-5808
8th Grade Counselor, Dr Charlene Dupper	(509) 354-5807
Children's Home Society	(509) 747-4174
National Suicide Prevention Lifeline	1-800-273-TALK (8255) or Text TALK to 741741
Frontier Behavioral Health	(509) 838-4651
24-Hour Regional Crisis Line	1-877-266-1818
Lutheran Community Services	(509) 747-8224
Native Project	(509) 325-5502

As a parent, you can approach suicide prevention in the same way you do other safety or health issues for your children. By educating yourself, you can learn what puts kids at greatest risk for suicide—and what protects them most strongly.

Information sourced from the American Foundation for Suicide Prevention, afsp.org

Award Winning Dance Team

I am so proud of this team! They show up to practice, they work hard, and they perform well. A lot of time and energy has been given in this competition season and their success shows just how hard they work. I can't wait to see what else is in store for these girls the rest of this year. This year, they took second place at both of their competitions, one at Shadle Park and one at Rogers. We are looking forward to our next event, the Junior Lilac Parade. Feel free to come support us on May 11th at 10am in downtown Spokane! I can't wait to see what else is in store!" ~ *Coach Kim*



Summer in the Zone

SUMMER IN THE ZONE Summer in The Zone is a collaboration of organizations offering fun summer activities and learning for kids of all ages who live in the Northeast neighborhoods of Spokane, Washington. There are multiple programs that offer sports and recreation, STEM, arts, games, and much more. Please visit summerinthezone.com for info on all programs. At Shaw Middle School, we are offering the "Shaw Summer Playlist" with programming for ages Pre-K through 16. Youth and teens who enroll in the program have access to free breakfast and lunch each day, as well as a "playlist" of age-appropriate activities. The Zone encompasses the area north of Gonzaga University, east of Division Street, West of Market Street and South of Francis Street. Schools in The Zone include: Arlington, Bemiss, Cooper, Lidgerwood, Logan, Longfellow, Regal, Stevens and Whitman Elementary, Shaw Middle School, Garry Middle School, and Rogers High School. For more info on Summer in the Zone, visit their website at the link provided here. [Link to Summer in the Zone website](#) To find out more about the Shaw Summer Playlist, including activities and student registration, please go to the link provided here. [Link to the Shaw Summer Playlist](#)

Social Studies Department

History students have been busy this year working on improving their writing! They have been working hard to perfect writing a "Shaw History Paragraph" that uses text evidence from primary

sources from history to back up their opinions and claims. This hard work has paid off as writing scores on rubrics to assess student use of text evidence showed great improvement in the second

quarter! When you visit Shaw you can see this writing data posted in the hallway. Keep up the great work Shaw student historians!

Fragrance-Free Zone

To protect staff and students with allergies to fragrances, Shaw is a fragrance-free zone. Students and staff are asked to not bring any body sprays, colognes, and scented deodorants to school. If a student has any of these fragrances on campus, they will be confiscated. Students have been made aware of this through announcements and a school-wide locker cleanout on March 1st. Thank you for helping keep Shaw a safe learning environment for students and staff by reminding your student to keep their fragrances home.



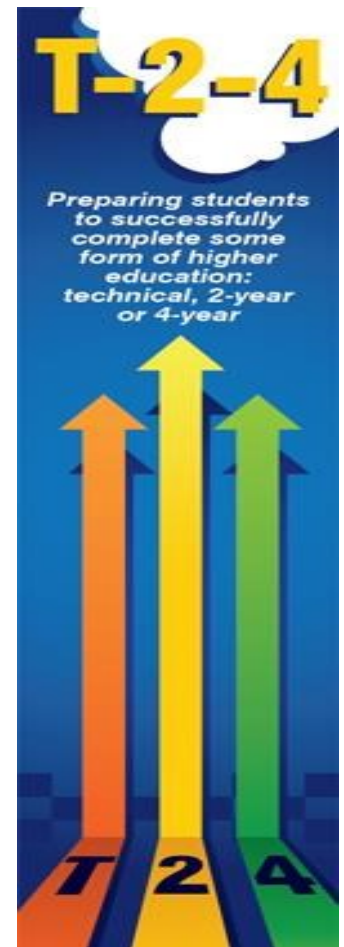
Student of the Month

Each month, staff throughout the building nominate students for student of the month. Each month has a different emphasis, most of which are taken from the Character Growth Card. Want to know more about those traits? Ask your student to pull out their planner and show you the Character Growth Card. Listed here are the students who were nominated in the months of November, December, & January.

The following students were acknowledged in February for growth in the area of Engagement: Adrian Nunez, AJ Hemphill, Alex Contado, Alexis Zenishek, Anastasia Frelø, Anna Bell Harbison, Austin Pierce, Berger Ombeni, Brayden Chase, Diane Minezero, Ellabelle Taylor, Hayden Lefferdink, Henry Martin, Isaiah Delong, John Wyckoff, Jude Asbury, Kiara Flores,

Kobusinge Kansimi, Luis Hernandez, Mia Ellenwood, Mikaela Salisbury, Mikaela Werner, Myra Warden, Nik Alekseev, Precious Caleb, Solana Goodteacher. **Other Character Traits Recognized: Social Intelligence**—Dillon Wentz, Laney Hansen, & Tenayah Jones; **Grit/Perseverance:** Kylah Wilhelm

In March, the following students were recognized for growth in the area of Optimism: Aliana Inok, Arthur Ostapenko, Ethan Dixon, Gabe Nyamai, Gus Ballman, Hailey Golson, Hayden Gartman, Jayden Jones, Jazlynn Swanson, Josiah Robles, Michael Athos, Pauline Bob, Dontay Rivera, Tahlia Lee, Taylor Nayudu, Tristyn LaSalle. **Other Character Traits Recognized: Engagement**—Bailey Ferguson, Joseph Uran; **Preparedness**—Garrett Foster; **Self-Control**—Stella Evans



Character Strong

Shaw Middle School recently began piloting a new social-emotional learning curriculum called CharacterStrong in Viking Seminar class every Monday. The CharacterStrong Advisory Curriculum was built for teachers, by teachers. It includes over 200 lessons that are vertically aligned from grades 6-12 that focus on community building, character development, and positive class/campus relationships. Each lesson also includes a CharacterDare which challenges students to go out of their comfort zone and develop their character through serving others and making positive connections with their peers, adults, and family members. The pilot will last for 6 weeks, through the end of April, and staff will be collecting data to determine whether or not to adopt it full-time next school year. Please contact the office if you have any questions or visit the Character Strong website by clicking the link provided for more information. [Link to Character Strong website.](#)

Character Strong

BASE at Shaw

Shaw staff is excited to announce new intervention curriculum, BASE Education. The program was designed for prevention and intervention of the following topics: Depression, Anxiety, Stress, Truancy, Engagement, Substance Use and Abuse, LGBTQ, Suicide Pre-

vention, Bullying, and many more. Struggles for our teens today are very real. We at Shaw are committed to providing the best supports possible for our students. When we find students needing these supports, they will take the online course, and work one-on-

one with staff members to set growth goals. Shaw will be using BASE as a deeper lens into the student experience to help form meaningful relationships for support and growth.

Shaw ASB News

ASB Elections will be approaching quickly! Interested 7th graders will be able to pick up an application packet from Mr. Gangelhoff in early May. Any student who is interested in being an officer on the Associated Student Body, is a positive leader in school or is interested in developing their leadership skills, and who is creative and passionate about making Shaw a better place is encouraged to apply. Students must be in good academic standing, must prepare a speech to be videotaped, and make campaign flyers and posters. The ASB meets every week and plans dances and cons, sells concessions at sporting events, organizes fundraisers and spirit weeks, and helps welcome visitors and new students to Shaw. See Mr. Gangelhoff with any questions!

Family Survey

Here at Shaw, we are always looking to improve on the education we provide to students and the services we provide for families. To see how we are doing, and to help us focus our efforts, please take our Shaw Family Survey. This same survey is being given by all schools in the Spokane School District, so you will also be asked to take a survey by any school your other children may attend. You can access the survey by clicking the link at the end of this article.

[Link to the Shaw family survey.](#)

VIP

Shaw's VIP program allows students to track their academic and social progress. All Shaw students are able to earn VIP status each quarter and progress through four levels—Bronze, Silver, Gold, and Platinum—throughout the year. Each level has its own set of criteria to help students gain the academic and social skills needed in high school and beyond. Reaching VIP status provides access to rewards including public recognition and celebrations for that quarter. These criteria are listed in your student's planner. Ask your student to show you his or her progress toward meeting VIP. It is never too late for a student to become a VIP. If they missed the goal in the second quarter, they can try again this quarter! We are proud of our Vikings who keep pursuing their goals. At Shaw, "Excellence is our standard. Achievement is our result."



7th grade students who earned Bronze VIP in 2nd quarter: Rashid Al Karkhi, Trystan Altamirano, Anterius Washington

7th grade students who earned Silver VIP in 2nd quarter: Madina Akhmadjonov, Gus Ballman, Madison Bucknell, Emma Coleman, Angelica Cue-Leon, Jack Curry, Shannon Daily, Bailey Dexter, Kiara Flores, Lilly Green, Lilyana Griffity, AnnaBelle Harbison, Wyatt Hart, Avery Hudson, Secret Hutchinson, Maria Kravtsova, Leslie Larson, Hayden Lefferdink, Diane Minezero, Waqas Mohammed, Diu Veut Mukumzi, Miquel Pacheco-Torres, Nam Pham, Seth Quast, Riley Rice, Kayden Thomason, McKenna Tuttle, Mikaela Werner

8th grade students who earned Bronze VIP in 2nd quarter: Abbi Ernst, Shane Haslett, Abigail Hilde, Suzanne Katumbi, Zebadiah Lebret, Sebastian Newkirk, Lela Smith, Jay'Len Sparks, Hamasa Sultan, Ellabelle Taylor, Jonathan Ying, Helen Kirk, Tara Housam, James Drennen

8th grade students who earned Silver VIP in 2nd quarter: Qand Al Karkhi, Ahmed Al Mafrachi, Nikita Alekseev, JoeAnna Avila, Chabrina Bui, Draven Carter, ZhonTay Davis, Victoria Dovhoruka, Deahna Fuller, Kenneth Hansche, Laney Hansen, Omar Khairi, Sofia Lopez, Mary Mai, Semi Mungualinipa, Kari Page, Happy Sabiti, Darion Smith, Susan Storlie, Araya Vue, Myra Warden, Kirsten Westphal, Ashley White

Shaw Calendar of Events for April, May, & June



- **March 14**— Band Festival Concert
- **March 15**—Early Release, 2:15pm
- **April 1—5**—Spring Break
- **April 9**— Sprint Parent Meeting, 6pm
- **April 12**— Early Release, 2:15pm
- **April 18**— School Dance, 3:30—5pm
- **April 23**—College Expo @ New Tech Skills Center
- **April 26**—Early Release, 2:15pm
- **May 1**— Principal Appreciation Day
- **May 3**— Nutrition Worker Appreciation Day
- **May 4**— Jr. Lilac Parade Practice
- **May 7**—Sprint Parent Meeting
- **May 8**—School Nurse Appreciation Day
- **May 6—10**— Teacher Appreciation Week
- **May 10**—Mid Q4 Ends
- **May 11**— Jr. Lilac Parade
- **May 18** - Lilac Parade
- **May 20**— Mid Q4 Grades Distributed
- **May 27**— Memorial Day, No School
- **May 28—31**— BOGO Book Fair
- **June 4—7**—VIP Celebration Week
- **June 5**— Evening of Excellence, 6:30pm
- **June 7**— HUD / STEM Innovations Event
- **June 10**— Kite Flying Day
- **June 11**— Sprint Move Up
- **June 12**— Staff v Student Basketball Game & Dance
- **June 13**— Last Day of School, Half Day

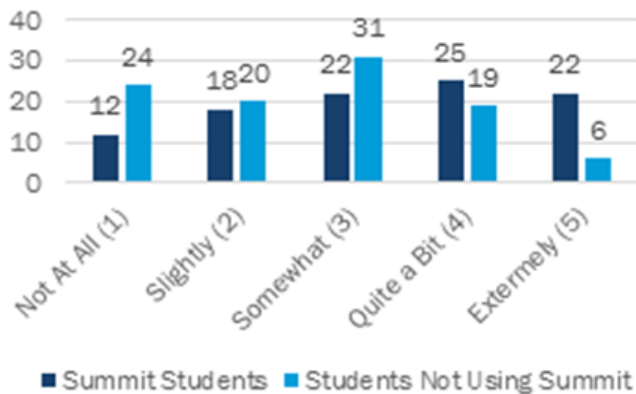
Summit at Shaw

Our Summit experience has shown the value of a team of teachers working closely together to support student success. As we venture into the 2019-20 school year, we are investigating teaming to best support our Shaw Vikings. Teaming provides four content teachers the ability to deeply

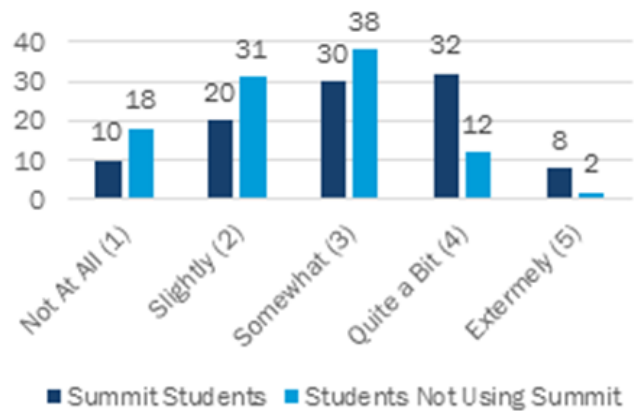
know their students. Teaming also allows for positive relationships among peers and with adults, and students are highly supported as they progress both academically and socially. We are fortunate to have staff members wanting to pursue teaming to support our students.

This year we have piloted two teams who are using the Summit Learning Platform, a model developed to facilitate personalized learning. If you have a student currently in Summit and would like to work with staff to look at the platform more in-depth, please contact the office at 354-5800.

Percent of Students Who Report Remaining Calm Even When Provoked



Percent of Students Who Report Feeling Connected To an Adult at School



Stay Informed At Shaw

Website: www.spokaneschools.org/Shaw

You'll find the following items:

Weekly Bulletin, Calendar of Events, Parent & Student Resources

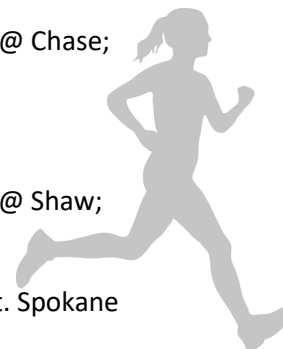
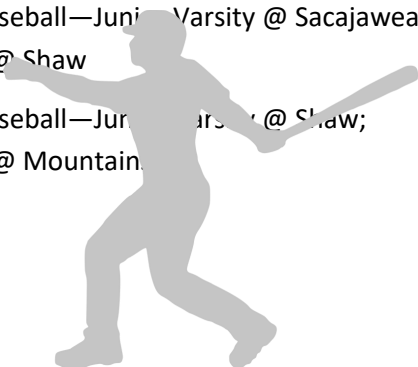
On Facebook: facebook.com/ShawMSVikings

Like our Facebook page and receive news about special events happening at Shaw and in our district.

Shaw Sports Calendar

Unless otherwise indicated, all sporting events begin at 4:15pm.

- 4/8—Track & Baseball Begin
- 4/25—Track Meet @ Ferris
- 4/25—Baseball—Junior Varsity @ Shaw; Varsity @ Shaw
- 4/29—Baseball—Junior Varsity @ Shaw; Varsity @ Sac
- 5/2—Baseball—Junior Varsity @ Northwood; Varsity @ Shaw
- 5/2—Track Meet @ Mead High School
- 5/6—Baseball—Junior Varsity @ Sacajawea; Varsity @ Shaw
- 5/9—Baseball—Junior Varsity @ Shaw; Varsity @ Mountain
- 5/9—Track Meet @ Rogers
- 5/13—Baseball—Junior Varsity @ Salk; Varsity @ Shaw
- 5/16—Baseball—Junior Varsity @ Chase; Varsity @ Shaw
- 5/16—Track Meet @ Hart Field
- 5/20—Baseball—Junior Varsity @ Shaw; Varsity @ Glover
- 5/22—All City Track Meet @ Mt. Spokane
- 5/23—Baseball—Junior Varsity @ Shaw; Varsity @ Garry



*Good players inspire themselves.
Great players inspire others.*

~Yash Khanna

After School Clubs & Activities

Monday	<ul style="list-style-type: none"> • Gaming Club, Room 147 • Maker Club, Room 121 • Leadership, Room 141
Tuesday	<ul style="list-style-type: none"> • Chess, Room 161 • Cyberpatriots, Room 154 • Eye to Eye, Room 120
Wednesday	<ul style="list-style-type: none"> • Theater Arts, Room 129 • Spectrum, Room 141
Thursday	<ul style="list-style-type: none"> • Chess, Room 161 • Gaming, Room 147 • Knitting Club, Room 146 • Connections, Room 126 • English Plus, Room 152

Academic Support at Shaw

Monday	<ul style="list-style-type: none"> • Math Viking Time, Room 115
Tuesday	<ul style="list-style-type: none"> • English Viking Time, Room 115 • Study Buddies, Library
Wednesday	<ul style="list-style-type: none"> • Science Viking Time, Room 115 • ELD Viking Time, Room 151
Thursday	<ul style="list-style-type: none"> • Social Studies Viking Time, Room 115 • Study Buddies, Library
<p>If you have any questions about the academic support programs at Shaw, please contact Ryan Douse or Anthony Brown at 354-5800</p>	

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate 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. officers Title IX/Staff Civil Rights Officer, Kevin O'Neill, (509) 354-5961 * Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer, Dr. Adam Swinyard, (509) 354-7393 *504 Compliance Officer, Gwen Harris, (509) 354-7393 * ADA Officer, Dr. Linda McDermott (509) 354-7265 * Affirmative Action Officer, Kevin O'Neill, (509) 354-5961 * Equal Opportunity Officer, Ramon Alvarez, (509) 354-7344 * 200 N. Bernard Street, Spokane, WA 99201-0206.