

**December Word
of the Month:**
Cooperation
Yáych'unal
Cooperación

Mt. Adams School News

Attend School on Time Every Day! Every Minute Counts!

Attendance and Chronic Absenteeism

Why are we focusing on attendance?

Every absence, excused or unexcused, is a learning opportunity lost and can have significant impact on a student's success in school and life. A student who misses 18 or more days in a school year—just two days a month—for any reason is considered chronically absent. Chronically absent students are more likely to fall behind in reading

and math and less likely to graduate from high school. Addressing chronic absenteeism and developing good attendance habits is a solvable problem for which we all share responsibility.



Mt. Adams School District encourages everyone—staff and

students—to Strive for Five, attend school five days a week, every week, during the school year.

At Parent/Teacher Conferences in November, buildings shared attendance data by grade with our community. Posters were presented which showed the number and percent of students per grade level that have missed 5 or less days of school from August 31 to October 31.

District Language Focuses for 2016-17

All certificated teachers are implementing strategies to promote language acquisition. Approximately 50% of our student body are categorized as language learners and need the scaffolding and support offered by our language focuses to ensure equal access to effective teaching and learning in the classroom. Strategies include using the English Language Proficiency Standards to differentiate for student language needs and including the language standard as part of the learning target daily, using vocabulary strategies and sentence frames to scaffold conversations and holding all students accountable for their learning by using No Opt Out strategies. If you have questions regarding language focuses, please contact Jen Johann, District Language Coach, at Harrah—(509) 848-5736 or at White Swan—(509) 874-8667.

What Mt. Adams School District is Doing to Proactively Address Bullying?

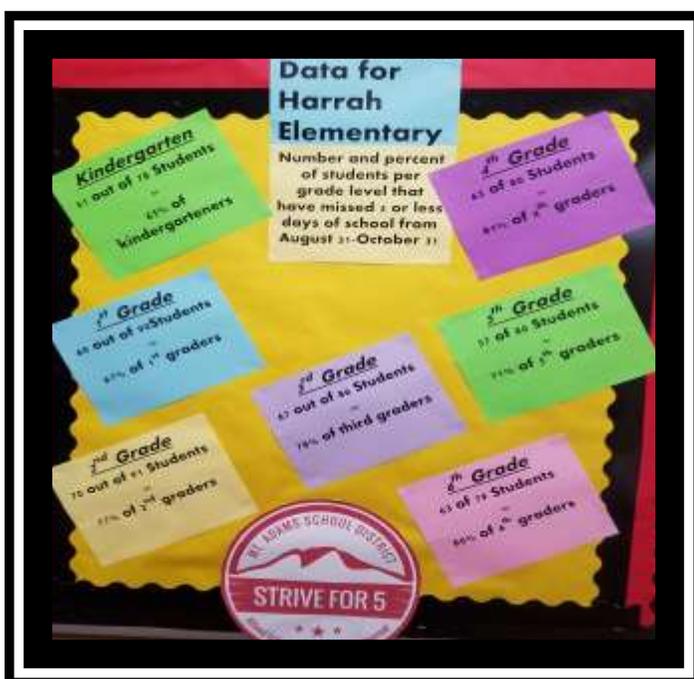
At the Elementary School:

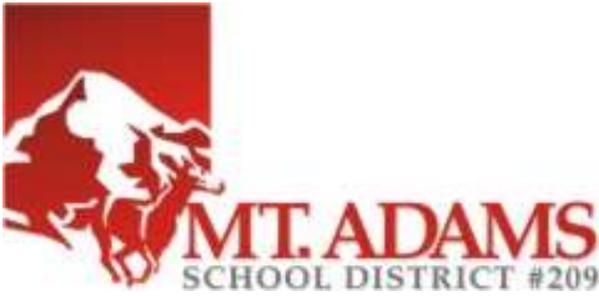
- Training and use of building personnel.
- Anti-bullying campaign in October and beyond.
- Second Steps and anti-bullying curriculum.
- Changes in building systems to promote positive, respectful and safe culture.
- Communication between administration, parents of the victims, and the aggressor.

At the High/Middle School:

- Bullying reporting system.
- Parent contact, communication, and follow-up (maintain confidentiality).
- Anti-bullying conversation starters and activities.
- Staff training in harassment, intimidation and bullying.
- Restorative justice practices.
- Bullying Awareness Week campaign.
- Anti-bullying community plan to extend throughout the year.
- Surveillance system monitoring on both campuses.

Contact Andrew Espindola, HS/MS Vice Principal, at (509) 874-8626 or Rob McCracken, Harrah Elementary School Vice Principal at (509) 848-5704, if you have questions regarding bullying/harassment prevention at our schools.





NON-PROFIT ORGANIZATION

US POSTAGE PAID

WHITE SWAN WA

US PERMIT NO. 2

District Web Site

www.masd209.org

Superintendent's Office

509-874-2611

White Swan High School

509-874-8601

Mt. Adams Middle School

509-874-8626

Harrah Elementary School

509-848-2935, 848-2591

Postal Patron

“Continuous Student Learning”

Monday Early Release

The Mt. Adams School District is committed to keeping our Monday early release time sacred for the development of Professional Learning Communities (PLCs) where staff work collaboratively in setting student growth goals, writing common assessments, reviewing student scores to determine successes, challenges, and next steps and continuing this process to increase student academic achievement. The overall goal is to achieve better results for the students we serve. PLCs are driven by three big ideas: focusing on learning, building a collaborative culture, and creating results.

Collaborative teams within schools that function as PLCs focus their work on the following four critical questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

The buildings are focusing on intervening and enriching by determining specific student needs, student by student, skill by skill.

If you have questions regarding our PLC work, please contact your building principals—Joey Castilleja, HS/MS Principal, (509) 874-8601 or Rachel Leslie, Elementary Principal, (509) 848-5701.

For Your Calendar:

- December 13—HES Pastries for Parents, 7:15 am
- December 14—JOM Parent Meeting, WS Faculty Room, 5:30 pm
- December 15—HES Winter Program, 6:30 pm
- December 17—WS Arts & Rec. Community Christmas Dinner, MS Gym, 5 pm
- December 19—School Board Meeting, WS Library, 6 pm; 5:30 Public Review of Indian Policies and Procedures
- January 3—Back to School
- January 10—HES Pastries for Parents, 7:15 am
- January 11—JOM Parent Meeting, Harrah Library, 5:30 pm
- January 12—Martin Luther King Assemblies at all buildings
- January 16—Martin Luther King Day—NO SCHOOL
- January 18—School board Meeting, HES Cafeteria, 6 pm
- January 19—Bilingual Parent Meeting, HES Library, 5:30 pm

TITLE I PARENTAL INVOLVEMENT POLICY

The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The board of directors adopts as part of this policy the following guidance for parent involvement. The District shall:

- Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, State-run preschools;
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and
- Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

Legal References: PL 107-110, Section 1118(a)

Management Resources: *Policy News*, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

Adoption Date: 07.18.05
 Mount Adams School District
 Revised: 05.16.11

If you have suggestions to increase or improve parent involvement in our schools, please contact Dana Jarnecke, Director of Teaching and Learning, djarnecke@masd209.org or (509) 874-8652.

What is Adequate Yearly Progress?

Adequate yearly progress (AYP) sets a standard for accountability, which measures states, schools and districts by the results of state-level tests in two main content areas — math and reading. AYP uses this assessment data to measure the academic performance of all students, including subgroups such as children whose families qualify as low-income. The goal — all students reach 100% proficiency math and reading, beginning in 2014. Due to the transition to Every Child Succeeds Act, AYP remains the same as the 2014-15 school year.

NAEP ASSESSMENT

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, and writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy. For 2016, in Mt. Adams School District reporting requirements were not met by American Indian and Pacific Islander students.

Mt. Adams School District

In Improvement	Step 2
White Swan High School	School Improvement —SIG Status
Mt. Adams Middle School	School Improvement —Priority Status
Harrah Elementary School	School Improvement —Priority Status

Participation Rate on State Assessments

School	Reading	Math
Harrah Elementary School	99.3%	99%
Mt. Adams Middle School	92.9%	92.9%
White Swan High School	95.6%	93.4%
Graduation Rate	67.3%	

School	Unexcused Absences Met Target?	Graduation/Drop Out Rate Met Target?
Harrah Elementary School	NO	
Mt. Adams Middle School	NO	
White Swan High School		NO

Highly Qualified Teachers at Mt. Adams School District

We are committed to providing all of our students with the academic knowledge and critical thinking skills needed to succeed in school and beyond. That commitment includes ensuring that all of our teachers are highly skilled in the subjects they teach. If you have any questions about your child's assignment to a teacher, please contact your building administrators:

Harrah Elementary School—Principal Rachel Leslie—(509) 848-5701

Mt. Adams Middle School/White Swan High School—Principal Joey Castilleja—(509) 874-8601.

Advanced Placement (AP) Score Summary for 2015-2016

White Swan High School offered three AP classes— English Language & Composition, Biology and World History—during the 2015-17 school year involving 10th & 12th graders. A level 3 score or above generally earns college as well as high school credit.

AP Score	5	4	3	2	1
Number of Students				12	24
% of Students	0%	0%	0%	33%	66%

Mt. Adams School District—A Title 1, Part A District

Title I, Part A is a federal program that serves the unique needs of children — kindergarten to grade 12 — who struggle to learn. Title I programs and services enrich time at school with customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do.

If you have complaints related to the violation(s) of federal statute or regulation that apply to Title 1, Part A programs, please see Title 1, Part A Citizen Complaint Procedures at <http://www.k12.wa.us/Title1/CitizenComplaint.aspx>. If you need paper copies of the procedures, please contact Dana Jarnecke at (509) 874-8652.

For additional assessment and district data regarding the Mt. Adams School District, please go to: <http://reportcard.ospi.k12.wa.us/summary.aspx?> and select Mt. Adams School District.