



District Office E-Letter

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October 14, 2009

February 2010 Levy Election by Conrad Robertson

Riverview School District Board of Directors is considering three levy measures for the February 2010 ballot: a renewal of the four-year Maintenance and Operations Levy; a renewal of the four-year Technology levy; and a two-year Transportation Levy. Many basic needs, such as textbooks and technology to help students learn, are not fully funded by the state. Nearly all of the state's 295 school districts must ask their local communities to cover about 20 percent of basic needs by approving local levies.



The Maintenance and Operations Levy supports classroom services, basic education support services, special education services, student transportation, as well as covers the state's shortfall for highly capable learners, English language learners, advanced placement and honors courses, extra-curricular activities such as arts and athletics, and much more.

The School Board views technology as an effective teaching and learning tool for Riverview students and as an essential productivity tool for Riverview staff. In anticipating emerging technology trends, the Technology Levy must plan for 5 years out, while continuing the excellent Tech Support; offering effective Professional Development for staff; keeping all computers, hardware, and network systems up to date with timely refresh cycles; and providing key software purchases to improve learning and productivity.

The last Transportation Levy was in 2002. To keep current with the Riverview School District's bus depreciation schedule and align with state safety standards, a two-year Transportation Levy is being considered. By combining the bus levy with state depreciation dollars, the District would be able to purchase 5 small buses and 18 large buses over a 10-year period.

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Did you know???

- Personnel Directories are out—please check your directory for extension numbers and help lessen calls to the Main Office switchboard.
- Friday, October 16, is National Boss Day.
- November 1 Daylight Savings Time Ends.
- Reminder: Open enrollment for health insurance ends Oct. 15. Submit any plan changes to payroll by Oct. 15. Contact Cindy Sage, 4513, if you have questions.
- Advance Notice: Start thinking about Section 125 (Flexible Spending Plan) enrollment in early December. You must re-enroll in the plan annually. American Fidelity reps will be in the buildings in early December.
- Jogging Keys for Tolt Track are now available through the Maintenance Department.

Three Ribbon Cutting Ceremonies conclude projects at Cedarcrest and Tolt Schools



Cedarcrest High School Remodel



Tolt Middle School Remodel



Howard Miller Field Tolt Track and Field Improvements

What's Next?

Project	Award Bid	Construction	Occupancy
Cherry Valley Remodel	April 2010	June 2010	August 2011
Carnation Remodel	April 2010	June 2010	August 2011
Riverview Learning Center	March 2010	May 2010	August 2011
Cedarcrest Fields/Parking	March 2010	May 2010	August 2011

Wellness Focus by Sandy Christian, Human Resources Coordinator

Wellness research shows that Americans who take care of themselves and manage their lifestyles are healthier, more productive, have fewer absences from work, and need fewer medical services.

An article published in the Journal of the American Medical Association indicated that, in one study, the “wellness” approach resulted in a 17% decline in total medical visits and a 35% decline in medical visits for minor illness. While traditional medicine concentrates on alleviating or curing disease, the wellness approach encourages people to take personal responsibility for their own well-being.



**We always
have time for
the things we
put first.**

Last fall, high school health teacher, Peggy Filer, initiated a program with students and staff called Healthy Challenge. This yielded many successful results. For example, Linda Bjornsen, head secretary at CHS, hasn't had soda pop since October 1, 2008. In May a group of RSD employees joined At-Work Weight Watchers and have cumulatively lost over 300 pounds! This year, the program kicked off on October 5th, but **setting a goal for lifetime health can be accomplished any time**. What follows are some pointers taken from Peggy, should you decide to make a goal to improve your health.

- After finishing my master's degree in Health Psychology, I realized that one of the most applicable things I learned was Prochaska and DiClemente's Stages of Change Model, which includes six stages:
 - **Precontemplation** – where a person has no awareness of a problem, even though family members or co-workers may be aware of it. Examples – drinking too much, exercising too little, smoking.
 - **Contemplation** – where a person is aware of the need for change, but hasn't made the commitment. A person may stay at this stage for years. Examples – I really should floss my teeth more often; I really should get more sleep; I really should ride my bike more; I need to quit smoking.
 - **Preparation/Planning** – the most overlooked, but most critical stage. This is where a person identifies all the possible obstacles that may block their successful health change and figures out how to overcome them. Examples from my students: “My family moved our treadmill downstairs so we can use it in front of the TV; I asked my mom to exercise with me because I hate to do it alone; We buy only healthy snacks and eat more regular meals; I always run out of floss and give up, so my dad bought me several different kinds.”
 - **Action** – when we all begin our well-planned goal.
 - **Maintenance** – where we continue to pursue our goal and make necessary adjustments for changes and avoid relapse back into our unhealthy behavior.
- Goal setting must be SMART: **S**pecific, **M**easurable, **A**ttainable, **R**easonable, and **T**imely. If a goal is too difficult, people quickly give up in frustration. Make sure your goal is a SMART goal. An example of a non-SMART goal: I want to drink more water. Example of a SMART goal: I want to drink three water bottles each day from October 5 - 30. Remember to make your goal measurable.



So take your own Healthy Challenge to adopt habits and behaviors that promote better health and an improved quality of life! Also, do you have any ideas or great articles on health and wellness? If so, please e-mail Sandy Christian at christians@riverview.wednet.edu. Live long and prosper!

Riverview School Board Notes

- The Board passed a Resolution opposing the Initiative 1033 which would reduce state revenue and further erode K-12 funding in the State of Washington.
- The Board will be presenting a workshop at the WSSDA Annual Conference in Seattle in November. The title is “The Student Voice: The Benefits of Student Representation on Your Board.”
- Five Board Rountables are taking place in October/November to help the Board make better decisions by understanding the needs and roles in departments. This year the Board will meet with staff from Maintenance/Transportation; High School Athletic Department; Math Curriculum Team; students from TMS and CHS; and Health & Human Services in the Community.



Greg Bawden,
Board President

**Success is an
inside job.**

MAP Implementation Going Well

by Dr. Anthony Smith, Assistant Superintendent Teaching and Learning/Human Resources

This year we have implemented the MAP (Measures of Academic Progress) in the area of Math. All students, Kindergarten through grade 10, will be taking the MAP assessment in mathematics during the school year. Most grades will be taking the assessment three times per year.

The purpose of the MAP assessment is to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided within MAP and its reports, educators can compare class or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data. They get an understanding of where each child is and needs to go. Having the right data is a key component in making learning more individual to each child.

MAP is able to give math students and teachers "real time" specific data about progress in math strands, including Number Sense; Estimation and Computation; Algebra; Geometry; Measurement; Statistics and Probability; and Problem Solving, Reasoning, and Proofs. This data gives an idea of readiness for instruction in these areas.

English Language Learners: What all teachers should know

by Dr. Kenneth Heikkila, Director of Special Services



Service delivery for the district's 55 identified English language learners is different this year as a result of a program review conducted in 2008-2009. Given that students identified as ELL spend the majority of time in the general education setting, the instructional tools to acquire English need to be a part of daily general education classroom practices. Few teaching staff in the district have formal training in English as a Second Language (ESL). Thus, the service model change finds Jeanne Harman, ELL Specialist, to be a consultant in assisting teachers to implement strategies that will develop academic English.

A November 1, 2008 report published by OPSI titled, What Teachers Should Know about Instruction for English Language Learners, outlines several principles that all teachers should know. Among the principles in the report:

Principle 1: ELLs move through different stages as they acquire English proficiency and, at all stages, need comprehensible input. Teachers should:

- Scaffold their instruction and assignments and provide multiple representations of concepts
- Promote student interaction that is structured and supported

Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks. Teachers should:

- Provide explicit instruction in the use of academic language
- Provide multi-faceted and intensive vocabulary instruction with a focus on academically useful words

Principle 3: ELLs need instruction that will allow them to meet state content standards. Teachers should:

- Provide bilingual instruction when feasible, which leads to better reading and content area outcomes
- In English language instructional settings, permit and promote primary language supports
- In English language instructional settings, use sheltered instruction strategies to combine content area learning with academic language acquisition

To review the entire report, go to: <http://www.k12.wa.us/MigrantBilingual/pubdocs/NWREL-Report-ELLInstruction-Nov2008.pdf>

Professional Learning Communities (PLC), one for elementary general education teachers and one for secondary general education teachers, will be gearing up soon to focus time and attention in learning additional skills related to English language learners. These PLC members will be an additional resource at each school site in designing instruction that will enhance English language acquisition. Jeanne Harman will have many colleagues supporting her district-wide efforts.

Stepping Stone ECEAP Receives Excellent Program Review

by Barbara Toledano, Early Child Coordinator

The Stepping Stone ECEAP (Early Childhood Education Assistance Program) located in Carnation is a preschool program in the Riverview School District for income eligible families. This program has been providing services for children and families in the Snoqualmie Valley for over twenty years.



Last January and February, the Department of Early Learning at OSPI started a program review process in ECEAP with all the subcontractors in Pierce and King County. A review team visited every subcontractor and went to at least one classroom. They checked for each standard and developed action plans to address any findings that need to be corrected. All sites then received a Program Review Report with any requirements highlighted. If required, the site would then have to develop an action plan. Stepping Stone ECEAP did not receive any compliance issues. It was one of three sites out of thirty-three that received no compliance issues.

The Stepping Stone ECEAP Program Review highlighted many strengths of this program; celebration of diversity throughout the classroom, a developmentally appropriate curriculum and schedule, and integrating with Carnation Elementary so that transitions to kindergarten would be smoother. The greatest asset to this program was also noted: the staff. They were described as “warm, calm, and used a respectful tone of voice.” They “used positive language and gave descriptive feedback.” The teachers “coached appropriate behavior and modeled social and emotional skills.”

It is wonderful to have affirmed what parents have been telling the staff for years: ECEAP makes a difference in the lives of children and their families.

Strategic Plan Update

The District is scheduling their third Community Strategic Planning Forum on Saturday, March 27, 2010, to chart the next five-year Strategic Plan. The first forum was held in 2000 when Mr. Giger was Superintendent. Below are the Goals and Objectives of our current Strategic Plan:

Goal 1: Increase the academic achievement of all students.

- IA Increase the personalization of each student’s learning by implementing a non-evaluative Student Learning Protocol and providing staff development specific to learning targets.
- IB Improve State assessment scores in reading, writing, and math to meet or exceed 80% of students meeting standard, with 60% of students meeting or exceeding standard in science by 2010.
- IC Increase student performance in the arts, social studies, health/fitness, career and technical education, and world language as measured by classroom-based assessments.
- ID Implement Professional Learning Communities (PLC’s).
- IE Evaluate and improve district programs.
- IF Implement an improved Special Education program.



Goal 2: Provide a financial process, business practices, and safe facilities to support the improvement of student learning.

- 2A Ensure the financial integrity of the district.
- 2B Manage the implementation of the capital improvement projects that are being financed with the current and prospective bond sales.
- 2C Monitor and exercise the Comprehensive Safety Plan.
- 2D Develop and implement an annual district policy review process.

Goal 3: Provide Human Resources and Communication practices to improve student learning.

- 3A Implement a five-year Human Resources (HR) plan.
- 3B Implement the District’s Communications Plan.
- 3C Develop and implement a Parent and Community relations program.