



Richmond Shinbun

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Bev Pruitt, Principal
Dr. Gretchen Schlag, Assistant Principal

April 2014

Upcoming Event:



April

10 Third quarter grading period ends

11 Teacher planning day- No school for students

14 Switch day

15 Site council

16 Late opening 10:00 a.m.

18 Report cards

23 Administrative office assistant day

Upcoming Events



17 Spring Festival

21 Late opening 10:00 a.m.

22 Run for Richmond

26 Memorial Day, no school



See Parent Input Sheet (attached) for next year. Due to office May 2nd

A Message from the Principal

April showers bring May flowers or so the saying goes so we are expecting LOTS of flowers this year. What happy and wonderful children returned to us after spring break! Your families must have enjoyed their time off. We are ready to wind up another successful year and plan for next year. Here are a few items we are working on this spring.

Fantastic Foundation

Thank you to all the parents who donated to the Richmond Foundation last year!! You made generous contributions which allowed us to keep our four partner-teachers model at every grade level K-5. We kept full-time PE, and part-time Music, Library and Technology. The art tax supported Music and part of PE. With Foundation money saved over two years, we were able to fully fund one entire teaching position and part of Technology. Foundation President Allison O'Brien and her board will be working on the next drive this spring. They only do two pledge drives per year and a few restaurant nights. The next and last pledge drive for Foundation will be the week of May 5th-9th, teacher appreciation week.

We will ask for your continued support, as the following year the State of Oregon will again set their new budget, and we never know what schools will receive so we always have to be in the planning/saving/supporting mode to keep our teaching teams and special classes here at Richmond.

Budget and staffing for next year

This year the district increased the elementary student-to-teacher ratio, and we were credited with 10 more students, so we fully earned the FTE or teaching position that Richmond Foundation funded this year from funds saved over two years. That is good news. We will be working to fund some technology classes for our students, as the new Smarter Balance testing is an online test that requires students to type their responses. Our students must spend some time learning to navigate computers and programs to be prepared for this new test. The rest of our program should remain the same as far as Library, PE and Music being the special classes for all. Foundation dollars will be used to help us keep current teachers as needed, a Richmond Cultural Liaison for school visits, and to add a literacy support person for the English classes.

Thank you to our parent groups and Grandparents

PTA and ONK continue their work with many activities every month. PTA is gearing up for Spring Festival in May where students will sing under the direction of our music teacher. ONK had their auction, and we are welcoming 11 interns for next year who are arriving this month. Allison O'Brien, as Foundation President, has been a dream to work with as she is so quick to understand the staffing and funding issues. She very quickly can translate the need into action which helped us fund an entire teaching position this past year with the support of your parent dollars. (Thank you parents!) Grandparents continue to come in weekly and process newsletters and do various-time consuming activities for us.

Thank you to PTA President Amy Thomas and the PTA Board; Sara DeLuca, Amy Seaholt, Salina Wood, Tricia Waineo, Bonnie Zadeyan, Jason Love, Naoko Koki, Emi Avondstondt, Andrea Obana, Erin Estes, Kate Day, and Pat Lando.

For two years, Amy has been a dynamo Richmond PTA President. Amy, her PTA board, and her committees have accomplished so much for our school and our kids. Please stop by the PTA boards in the Cafeteria and see the gorgeously displayed photos of different PTA parents and committees. Amy and PTA organized these boards for us. There are too many items for me to list here, but if you've enjoyed the new walk in the parking lot, the wall ball courts on the playground, the "turf" play for our field, the new painted and carpeted Volunteer Room, most/many of the fundraising events such as plant sale, apple sale, Scholastic book fair, and events like the Spring Festival, Science fair, and so much more, then you have experienced a few of PTA's contributions. Amy has put tons of her time and energy into our school, and it was helpful that her college degree lent itself to leadership and organization. For me, she has been a great leader AND become a good friend. While we look forward to Sara Deluca continuing on this tradition of a strong and helpful PTA that over the years has been a major stable factor in our school environment, we say thanks to Amy for serving these past two years so diligently.



Principal's Message Continued....

Teachers learning and working

Our amazing staff has participated in trainings regarding the new standards and will continue to do so this spring. Before break they had a presentation regarding "student engagement" activities that help support the new standards. They reviewed the new standards document. Standards are what students should know and be able to do at every grade level. We have attached for you the six shifts that are supposed to be the new and more complex assessments that will be used to test the students via online tests called Smarter Balance.

The RUN for RICHMOND has been rescheduled to May 22nd for nicer weather and so our teacher Deb can be present for the event. We will ask for student pledges to pay for our enrichment of science which is mostly OMSI classes, fine arts and various assemblies. We will add technology enrichment for next year, as we have received no district or state funds for that for the past two years, and that is to continue. Our teachers have developed wonderful online or iPad homework activities and games in Japanese that are used by our 5th graders. Ask a 5th grade parent about how helpful this is for non-native speaking parents to support their kid's homework. We have ALEKS as online math that the students grow dramatically in their math skills right before the state testing. Ask a 4th or 5th grade parent about ALEKS. We'd like to expand this to other grades, too. These are some of the uses of the Run moneis that are spent every year on all our kids Pre-K through fifth grade.

Lottery

The lottery is closed, our tours are finished, and we have many, many applications for all our openings for next year. We have a wonderful school that attracts many new students and families. We will register our new families in May.

Sincerely,
Bev Pruitt

Building Happenings



Warm Welcome: Please join us in welcoming our new secretaries. We have two new half-time secretaries in the front office. Erica Scarborough is with us in the mornings and Linda Baker is with us in the afternoon. When you are in the building, feel free to swing by the office and introduce yourself ☺

Technology: Our 1st-5th grade students have the opportunity to attend Technology class one time during the week. During this time, the students are working on our Type to Learn 4 program, Microsoft Word and Power Point. Mr. Boyd, our Technology Instructional Aide, has created a portaportal site for the students to work on when they have time in Technology class. If your student would like to go to the portaportal website from home, the address is www.portaportal.com and sign in under **Guest Access** is joshboyd.

Richmond Foundation News

Thank you to everyone who came out to Pizzicato last week!

We made \$540.00 for the school!

Mark your calendars for the April 14th and 15th MARU JAPANESE restaurant on Division.

Come out and have a great Japanese meal while supporting the school!

Your support makes a difference!!

May is Walk + Bike Challenge Month in Oregon, and Richmond is celebrating with a Stop + Walk + Bike event all month!

How: Richmond students can participate in any of the following ways:

- 1) Stop + Walk for families that drive. Park a few blocks away from school or your bus stop and use foot-power the rest of the way.
- 2) Walk, Bike, Skate, Scooter from home to school or your bus stop if you live close enough.

When: On Thursday, May 1, students can pickup a Walk + Bike scorecard on their way into school. Students who return a completed scorecard at the end of May will be entered into a raffle to win prizes. More scorecards will be available for pickup anytime in the Richmond Mailroom next to the Main Office.

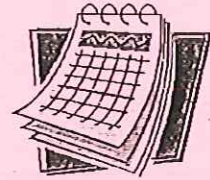
Why: Stop +Walk + Bike is great for our community!

- Less car traffic means less traffic congestion and pollution near the school.
- More walking and biking means more physical activity and better health.





News from Portland Public Schools



Snow day make-up, calendars approved

March 31, 2014

The Portland School Board approved calendars for the 2014-15 and 2015-16 school years on March 31 and added two days to the current school year to make up for snow days. **School will end this year on Friday, June 13.**

PPS closed all schools three full days this school year due to inclement weather: Dec. 11, Feb. 7 and Feb. 10. To make up time, June 12 and 13, originally scheduled as teacher planning days, will now be full school days. School will let out for summer break Friday, June 13 and planning days will move to Monday and Tuesday, June 16 and 17.

Highlights of the approved 2014-15 and 2015-16 calendars:

- **Instructional days:** The calendars add two instructional days for students both years, agreed on in the new teachers' contract.
- **Professional development:** Teacher training would still occur on eight 2-hour late openings across the district. Focus and priority schools, rated as low-performing by the state, would have three full-day teacher training days where students would not attend school.
- **First day of school:** For 2014-15, school is proposed to begin Tuesday, Sept. 2 after Labor Day; but for 2015-16, school is proposed to start Thursday, Aug. 27. Labor Day is not until Sept. 7 that year. Kindergarten start times will be determined once the calendar is approved but are usually three days after the official start of school.
- **Parent/teacher conferences:** Conferences would move up to October rather than waiting until Thanksgiving week in November in order to give parents feedback on their students' achievement earlier in the fall when they can work with the teacher more effectively to support any improvement needed. The proposal puts parent/teacher conferences Oct. 29-31 next year and Oct. 21-23 the year after.
- **Thanksgiving:** During Thanksgiving week, the Wednesday before Thanksgiving both years would be a no-school day. The Monday and Tuesday, however, would be full school days.
- **Last day of school:** The last day of school for 2014-15 is proposed to be Friday, June 12 and the last day for 2015-16 would be Wednesday, June 8.

View the calendar in the [Board Materials for March 31.](#)



PPS Teacher Appreciation Week; May 5-9, 2014

Teacher Appreciation Week is May 5 – 9, 2014. Please join in celebrating our teachers by nominating a teacher to be honored during Teacher Appreciation Week. Any PPS elementary, middle or high school teacher, early intervention/early childhood special educator, counselor, librarian, teacher on special assignment (TOSA), curriculum coordinator, coach or student instructional specialist is eligible. Please send your nominations!

This year 10 honorees will be selected.

Click here to access the nomination form: <http://www.pps.k12.or.us/departments/hr/2769.htm> then click on the Teacher Appreciation Nomination Form link and save it in Word. Complete the form and send it as an e-mail attachment to Jodie Benson at.jobenson@pps.net by Monday, April 14, 2014.

Remember: The first step in making this a memorable celebration is to take a moment to let us know about an especially deserving teacher you wish the district to honor by completing a nomination form!

You will be notified by April 21 if your nominee is selected. If you do not hear from us, your nominee was not selected this year. You can also [view honorees and nominees after April 21, 2014.](#)

Thank you for your participation in this worthwhile event!



Each month, we are awarding special recognition to students that demonstrate qualities or attributes that promote the culture of respect at Richmond Elementary School. During our awards assembly for the month of March, students were honored for demonstrating Confidence. A confident student feels confident in their ability as learners, has the courage to take risks, and applies what they have learned and makes appropriate decisions and choices. The following teachers nominated the students to receive the prestigious PAW Award:

Teachers

Students

Reiko Yoshida & Kelly Marsh	Saya Tipton, Arnet Clemen, Greta VanEck, Ruby Barmon, Junon Shindo-Chu, Elliot Boone, Karen Craig
Amy Grover & Jill Iverson	Anna Winkle, Kael Uyeda, Koji Tsugawa, Koko Oshima-Monroe, Gus Dodge, Owen Lanier, Kailer, Trebelhorn Ben Norene
Sumiko Uchida & Karen Meier	Axel Hagg, Rosabel, Kott, Airose Solomon, Jens Jensen, Claire Coffey, Kate Williams
Toshiko Rivera & Sarah Gaynor	Waverly Davidson, Scarlett Huelshoff, Devi Ravarra, Joshi Poplarchik, Ainslie Wood, Lily Wilson
Eriko Mogi & Seth Denlinger	William Kaplan, Kento Niki-Breyfogle, Peter Cavanagh, Brody Hammer, Quinn Kohles-Yamada, Cora Messer, Sophia Tsugawa
Anne Scheiman & Anna Kapranos	Kalen Higa-Mar, Linna Hopper, Arianna Oshima-Monroe, Iris Doyle, Jonah Kuhns, Kentaro Shimada
Michiko Hirahara & Artie Knight	Sophie Kelten, Libby Phillips, Jackson Strickland, Zaida Ferguson
Minori Fukushima & Martha	Ai Claire Avondstondt, Andrew Baumann, Elizabeth Madsen, Fiona Mertlich, Leilani Snyder, Lukas Pollack
Kaoru Kitazawa & Jaina Kapranos	Rycki Hodges-Kaufman, Gray Stephens, Koji Kubo, Henry Carlton, Grace Heriford, Teak Hutasangkas
Yoshiko Kamata & Beth Martin	Maia Goldberg, Cedric Grutbo, Rowan Hertling, Alice Harwood, Seth Kaliszewski, Kai Tani, Elena Smilie
Miki Tomita & Jen Loveland	Reid Gentry, Fiona Grise, Evan Baumann, Jacob Mertlich, Olive Vigna
Atsuko Ando & Bill Aubrecht	Reed Lando, Easton Coonradt, Niko Mazani, Mieke Wright



everychild.onevoice.

PTA

• PTA Breakfast in the Garden 4/19/14 • PTA General Mtg - 5/29/14 • Scholastic Book Fair 5/12/14
Spring Festival 5/17/14



Run for Richmond has been moved to May 22nd

- Richmond Elementary School • 2276 SE 41st Ave • Portland, OR 97214 • 503 916-6220 •
- Follow us at <http://www.pps.k12.or.us/schools/richmond/> •
- Receive Richmond communications by signing up for Big Tent at <http://www.bigtent.com/groups/richmondjnp> •

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

The six shifts represent key areas of focus as teachers and administrators work to implement the Common Core State Standards for Mathematics (CCSSM). Oregon teachers are likely at different stages in practicing these shifts, however, establishing a statewide focus in these areas can help schools and districts develop a common understanding of what is needed in mathematics instruction as they move forward with implementation.

Shifts in Mathematics	
Shift 1: Focus	Teachers understand how the CCSSM emphasizes concepts prioritized in the standards so that time and energy spent in the math classroom is focused on critical concepts in a given grade. Students develop a strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades. (CCSSM, 2010, p.3-5; NMAP, 2008, p. 15-20)
Shift 2: Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. A teacher's strong understanding of learning progressions helps them monitor a student's progress and intervene in a timely basis. A student's understanding of learning progressions can help them recognize if they are on track and can enable them to productively take more responsibility for improving their skills. (NMAP, 2008, p.20-22 ; Mosher, 2011; CCSSM, 2010, p.4)
Shift 3: Procedural Fluency	Students are <i>efficient</i> and <i>accurate</i> in performing foundational computational procedures without always having to refer to tables and other aids. Teachers help students to study algorithms as "general procedures" so they can gain insights to the structure of mathematics (e.g. organization, patterns, predictability). Students are able to apply a variety of <i>appropriate</i> procedures <i>flexibly</i> as they solve problems. Helping students master key procedures will help them understand and manipulate more complex concepts in later grades. (NRC, 2001, p. 121; CCSSM, 2010, p.6)
Shift 4: Deep Conceptual Understanding	Deep conceptual understanding of core content at each grade is critical for student success in subsequent years. Students with conceptual understanding know more than isolated facts and methods - they understand why a mathematical idea is important and the contexts in which it is useful. Teachers take time to understand the Standards for Mathematical Practice that describe the student expertise needed to develop a deep conceptual understanding of mathematics. (NRC, 2001, p. 118; CCSSM, 2010, p. 4, 6-8)
Shift 5: Applications (Modeling)	Teachers at all grade levels identify opportunities for students to apply math concepts in "real world" situations. The process of modeling, that includes choosing and using appropriate mathematics and statistics to analyze and understand situations, is key in improving decisions as well as linking classroom mathematics and statistics to everyday life, work, and decision-making. Students are expected to use math and choose the appropriate mathematical models even when they are not prompted to do so. (NRC, 2001, p. 124; CCSSM, 2010, p. 72-73; NMAP, 2008, p.49-50)
Shift 6: Balanced Emphasis	Students need to both practice and understand mathematics. There is more than just a balance between these two priorities in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in authentic practice and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding is driven by the specific mathematical concept and therefore, varies throughout a given school year. (NMAP, 2008, p.45-46; NRC, 2001, p.115)

There are six shifts that the Common Core State Standards (CCSS) in ELA & Literacy in History/Social Studies, Science, and Technical Subjects require of us if we are to be truly aligned with the CCSS in terms of curricular materials and classroom instruction.

Shifts in ELA / Literacy	
Shift 1: Increase Reading of Informational Text	<p>Classrooms are places where students access the world – science, social studies, the arts and literature – through informational and literary text. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; and by the end of high school, it is 70% (CCSS Introduction, p. 5).</p> <p>Increasing the amount of informational text students read K-12 will prepare them to read college and career-ready texts.</p>
Shift 2: Text Complexity	<p>In order to prepare students for the complexity of college and career-ready texts, each grade level requires growth in text complexity (Appendix A, pp. 5-17). Students read the central, grade-appropriate text around which instruction is centered (see exemplars and sample tasks, Appendix B).</p> <p>Teachers create more time in the curriculum for close and careful reading and provide appropriate and necessary supports to make the central text accessible to students reading below grade level.</p>
Shift 3: Academic Vocabulary	<p>Students constantly build the vocabulary they need to be able to access grade-level complex texts.</p> <p>By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") teachers constantly build students' ability to access more complex texts across the content areas (Appendix A, pp.33-36).</p>
Shift 4: Text-based Answers	<p>Students have rich and rigorous conversations which are dependent on students reading a central text.</p> <p>Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well as in writing, to assess their comprehension of a text (Appendix A, p. 2).</p>
Shift 5: Increase Writing from Sources	<p>Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12.</p> <p>Students K-12 develop college and career-ready skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read (Appendix A, pp. 24-26; student samples, Appendix C).</p>
Shift 6: Literacy Instruction in all Content Areas	<p>Content-area teachers emphasize reading and writing in their planning and instruction for teaching the content.</p> <p>Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by writing informative/explanatory and argumentative pieces (CCSS Introduction, p. 3).</p>

Richmond School

Classroom Placement for 2014 - 2015

Dear Parents,

The teachers and I will soon be working on classroom placements and decisions for next school year.

As your child's first teacher and as the ones who spend a greater amount of time with the student/s, although not a school setting, we believe that your insights and input are valuable to our placement decisions. We ask that you take the time to fill out this questionnaire regarding your child/ren.

We ask that you not request specific teachers as the teachers will collaborate to decide the best matches for teachers and the best combinations of students.

We will create the class lists before we leave in June; however, the families will be invited to the ice cream social in August to see the class lists and meet the new staff. For those unable to attend the ice cream social, their child's placement will be mailed to your homes after the ice cream social but before school starts.

Please fill out the following information and return it to the school office for the principal. It will be kept confidential but used by the principal when reviewing the class lists. For example, if there is another student that you do not feel your child is able to get along with as well as others, you might put this down for the principal to review, but you may not want that information shared publicly where it might be seen by others. Mrs. Pruitt will consult with the teachers regarding the placements as needed.

Student's name _____

Student's grade level for next year will be _____

Over

My child's strengths are

My child's weaknesses or areas needing extra support might be

Please separate my child from this student because

Please put my child with this student because
