



# Richmond Shinbun

リッチモンド新聞

Bev Pruitt, Principal  
Dr. Gretchen Schlag, Assistant Principal

May 2014

## Upcoming Events

May



17 Spring Festival

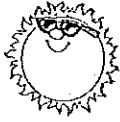
21 Late opening

22 Run for Richmond

26 No School, Holiday-  
Memorial Day

## Upcoming Events

June



2 Volunteer Tea,  
Café at 2:30

13 Last day of School  
Report cards mailed home

## Consul General of Japan in Portland Visits Richmond!

The Consul General bestowed the Consul General Commendation award on Richmond Elementary on May 2<sup>nd</sup>.



This award is to recognize our Japanese immersion program and honor our relationship between Japan and the United States. The Consul General was overwhelmed by our Richmond welcome and stated he did not expect such a welcome. He was thrilled to see our students in the assembly and in class and was very impressed by our program.

## A Message from the Assistant Principal

The month of May brings about a great deal of excitement and anticipation. OAKS testing is finishing up, assemblies, field trips, more daylight and sun, our 5<sup>th</sup> graders' final full month of school, and many more exciting activities to keep us all engaged.

Thank you families!!! The parents and students all worked hard to put together another fabulous Teacher Appreciation Week!! The teachers and staff were showered with their favorite hot beverage on Monday, massages on Tuesday, flowers on Wednesday, a delicious potluck on Thursday, and many many treasures to hold for years to come on Friday. Our staff feels appreciated all year, but this extra scoop of appreciation and support is what makes Richmond special!!!

Thank you to all our community members who support our Run for Richmond. Your generous donations have provided our students many wonderful assemblies, and our teachers have been able to use the funds for science and fine arts field trips as well as purchasing classroom materials that support the arts and science. We look forward to another great Run on May 22<sup>nd</sup>!

## Richmond Staffing 2014 – 2015

Next year's grade-level teaching assignments have been all covered by our General Fund from the District via the State of Oregon. This past year, via Richmond Foundation, the parents paid for one of our classroom partner teachers so full funding from the district for next year is good news. All current teachers will be back and teaching in their current grade level and PE will continue as well. This is subject to change if someone leaves, but otherwise this should be the configuration for next year.

With additional students next year, we have reached our capacity model through 5<sup>th</sup> grade. This increased our qualifications for the arts tax by .5 positions for next year. This makes for a total of 1.5 art tax-supported positions. We will be continuing the .5 music and the .5 dance but adding .5 art. Thank you Portland taxpayers.

Richmond Foundation dollars are being raised this week, so when we have a final tally we will work to further fund some of the following positions: Librarian, instructional technology, and literacy support to the English teachers. A cultural liaison for our interns will be funded as far as the money allows. So far this week, by Wednesday the Foundation team raised (through your generous contributions) almost \$10,000.00. Thank you to the families who are monthly contributors all year. Thank you to our generous parents. I know your children benefit and love all the support you add to our program.

We should be set to have another productive, engaging and successful year in 2014 – 2015.  
Mrs. Pruitt

## Foundation pledge drive

Thank you to all the parents who have donated to the Richmond Foundation this year!! Your support deserves a great round of applause! The funds that have been raised in the fall and spring drives as well as ongoing monthly donations and fundraisers are truly significant.

We want to thank Foundation President, Allison O'Brien, and her board for working so hard to generate a significant amount of money for our school. We recognize there are many requests throughout the year, and we sincerely thank those of you who supported the Foundation during the 2013-2014 school year.

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





### Site Council Parent Elections

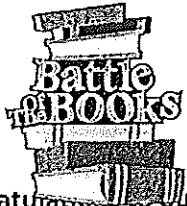


It is time once again to elect parents for our Site Council. The purpose of a site council is to encourage and support the implementation of locally developed innovative strategies and program designs that target the unique needs of students in each school community.

Membership in the Council is a two year term and meets three to four times a year.

If you are interested in applying to be a member of Richmond's site council, please fill out the attached application or find an application in the main hall on the site council bulletin board. Please return it to Richmond's office by **May 23, 2014**

Thank you to our parent members who have served on our Site Council for the past two years:  
*Michael Dunning, Kyoto Gibbs, Jami Knutson, Jonathan Levine, Bryan Thyken, and Kate Fleming*



**Congratulations to our Battle of the Books Team, the Cheetah Readers!**

The Cheetah Readers came in 8<sup>th</sup> place at the state competition for the Battle of the Books. They beat 62 teams to get to the state level and did an amazing job!!!

**Congratulations to:**

*Quinn Bennett, Kaito Murai, Tommi Meyer, Kate Connors, and Madoka Blandy*

The 3rd annual "Books for Bikes" program sponsored by the Portland Masons will begin May 15<sup>th</sup>. This year we will be doing a Summer Reading contest. Eight lucky participants will receive a brand new bicycle and helmet! Interested second- through fifth-grade students may participate in this exciting program.

The Requirements are as follows:

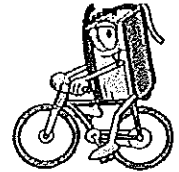
Each participant will read four fiction or non-fiction books that are reading-level appropriate for that student.

One book must be from the 2014-2015 Oregon Battle of Books list ([oboblsta.pbworks.com](http://oboblsta.pbworks.com))

The sixth book must be a non-fiction or biography.

Each participant will write a book review for one of the six books.

Each participant will redesign the cover illustration of one of the books read.



Students who meet each requirement and submit the completed form and artwork by October 15<sup>th</sup>, 2014, will be entered into a drawing for a NEW bicycle and helmet.

Looking forward to another exciting year of reading and bicycle giveaways! Forms will be handed out in class. Extra forms will be available in the Library.

Questions??

Contact Kari Shawen by email [kshawen@pps.net](mailto:kshawen@pps.net)

### 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.

**What:** Walk+ Bike scorecards are available in the Richmond Mailroom 110 next to the Main Office. Students that return a completed Walk+Bike scorecard at the end of May will be entered into a raffle to win prizes such as REI gift card, Nutcase bike helmet, bike bell.

**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.





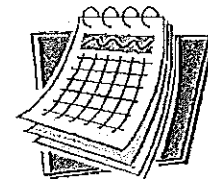
**Staggered Start and Ice cream Social Dates**

• Pre-K and Kindergarten staggered start and class assignment letter will go out in June



• For grades 1-5 class assignments will be available at the ice cream social on August 28, 2014.

**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.

See attached 2014-2015 calendar

**2014-15 MENU ART CONTEST FORMS AVAILABLE NOW**

Nutrition Services sent four sets of Menu Art Contest entry forms to K-5 and K-8 schools this week. Portland students in 2nd, 3rd and 4th grades are encouraged to submit colorful artwork illustrating Oregon harvest foods, school gardens and farms for the 2014-15 Calendar Menu. Over 30,000 copies of the menu with the original art will be provided to K-5 and K-8 students and families in the district. NEW this year is an opportunity for students to submit a 200 word (or less) writing sample about Oregon foods or school breakfast for inclusion in the menu calendar. Entry forms are available online at [www.pps.k12.or.us/departments/nutrition/7443.htm](http://www.pps.k12.or.us/departments/nutrition/7443.htm). The deadline for submitting entries is Friday, May 23. Send to Attn: Ben Dandeneau, Nutrition Services BESC L-1.

**Welcome to our New Interns!**

Spring changes bring us more than just beautiful weather and blooming flowers. Spring at Richmond means welcoming a wonderful new group of interns!! Please Welcome:

Mayumi Ueyama	Kinder	Yoshida Sensei
Maiko Kawaguchi	Kinder	Amy Sensei
Niina Minemoto	1 <sup>st</sup> Grade	Uchida Sensei
Yutaro Miura	1 <sup>st</sup> Grade	Riveria Sensei
Miyuki Torihata	2 <sup>nd</sup> Grade	Mogi Sensei
Kazusa Toichi	2 <sup>nd</sup> Grade	Scheiman Sensei
Rie Sasaki	3 <sup>rd</sup> Grade	Hirahara/Fukushima Sensei
Fuyuka Murayama	4 <sup>th</sup> Grade	Kamata Sensei
Mikiya Ishikawa	4 <sup>th</sup> Grade	Kitazawa Sensei
Yuri Teranda	5 <sup>th</sup> Grade	Ando Sensei
Yoshimi Miwa	5 <sup>th</sup> Grade	Tomita Sensei



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 student who feels confident in their ability as learners, having the courage to take risks, applying what they have learned, and making appropriate decisions and choices. The following teachers nominated the following students to receive the prestigious PAW Award:

*Teachers*

*Students*

<i>Reiko Yoshida &amp; Kelly Marsh</i>	<i>Quinn Thomas, Leon Hontani, Gideon McDonald, Ben Suzuki, Noe Newell-Sakamoto, Mira Spokes</i>
<i>Amy Grover &amp; Jill Iverson</i>	<i>Cole Thomas, Colin Brennan, Wyatt Jeffers, Xander Dodge, Cain Giacomini, Claire Holyk, Maya Ryan</i>
<i>Sumiko Uchida &amp; Karen Meier</i>	<i>Stella Bleigh, Liam Allen, Nour Almahalawy, Sofia Bohrer-Clancy, Dylan Nakaji, Avery Sakurai</i>
<i>Toshiko Rivera &amp; Sarah Gaynor</i>	<i>Evelyn Lorinczi, Jasper Mizani, Maya Otsuka, Arden Brimberry, Owen Martin, Sofia Lakdawalla</i>
<i>Eriko Mogi &amp; Seth Denlinger</i>	<i>Uta Rollin, Tyler Lewis, Mina Motamedi</i>
<i>Anne Scheiman &amp; Anna Kapranos</i>	<i>Ryu Hernandez-Ishikawa, Yuuki Quinn, Max Schinell, Elizabeth Connors, Noah Kubo, Natalierose Leonard, Maya Lum, Genji Uzunoe</i>
<i>Michiko Hirahara &amp; Artie Knight</i>	<i>Mnason Holveck, Robert Nakanishi, Lola Sasnett, Elena Thompson</i>
<i>Minoru Fukushima &amp; Martha</i>	<i>Emily Rambo, Scarlett Thomas, Sterling Yost, Grace McMurray, Sofia DeLuca, Sylvia McDonald</i>
<i>Kaoru Kitazawa &amp; Jaina Kapranos</i>	<i>Coen Havlin, Izaya Laguardia, Hana Steffen, Quinn Nakada</i>
<i>Yoshiko Kamata &amp; Beth Martin</i>	<i>Gavin Bailey, Beatriz Cardenas, Adrian Petrislo, Ezra Yellin, Ada Conaty, Kellen Farrenkopf-Bihn, Ruby Patrick</i>
<i>Miki Tomita &amp; Jen Loveland</i>	<i>Kate Connors, Alexandra Helkey, Julien Keston, Kyle Jones, Kenzie Parrot, Sabine Rivas</i>
<i>Atsuko Ando &amp; Bill Aubrecht</i>	<i>Rhiannon Chamberlain, Connery Haug, Mia Miller, Kaya Viboolsittiseri</i>

**PTA**



- Scholastic Book Fair 5/12 through 5/17 ♣ Spring Festival 5/17/14
- ♦ Richmond Run 5/22/14 ♠ PTA General Mtg - 5/29/14



**Run for Richmond  
May 22<sup>nd</sup>**

- Richmond Elementary School • 2276 SE 41<sup>st</sup> 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/richmondimp> •

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.



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.

<b>Shifts in ELA / Literacy</b>	
<b>Shift 1: Increase Reading of Informational Text</b>	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).  Increasing the amount of informational text students read K-12 will prepare them to read college and career-ready texts.
<b>Shift 2: Text Complexity</b>	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).  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.
<b>Shift 3: Academic Vocabulary</b>	Students constantly build the vocabulary they need to be able to access grade-level complex texts.  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).
<b>Shift 4: Text-based Answers</b>	Students have rich and rigorous conversations which are dependent on students reading a central text.  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).
<b>Shift 5: Increase Writing from Sources</b>	Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12.  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).
<b>Shift 6: Literacy Instruction in all Content Areas</b>	Content-area teachers emphasize reading and writing in their planning and instruction for teaching the content.  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).

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**

<b>Shift 1: Focus</b>	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)
<b>Shift 2: Coherence</b>	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)
<b>Shift 3: Procedural Fluency</b>	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)
<b>Shift 4: Deep Conceptual Understanding</b>	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)
<b>Shift 5: Applications (Modeling)</b>	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)
<b>Shift 6: Balanced Emphasis</b>	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)

# Richmond Site Council

## *2014-2016 Member Application*

**Due: May 23, 2014**

Thank you for your consideration in participating in the Richmond Site Council. Please complete and return this application to the Richmond School office or email to Gretchen Schlag (Assistant Principal) at [gschlag@pps.net](mailto:gschlag@pps.net). Applicants selected will be notified by either Bev Pruitt (Principal) or Gretchen Schlag (Assistant Principal).

Name \_\_\_\_\_ Phone No. \_\_\_\_\_

Number of Children at Richmond \_\_\_\_\_ Grade(s) \_\_\_\_\_

1. I would like to be a member of the Richmond Site Council because.....

2. Please tell us about yourself.

