



Quarterly Communication

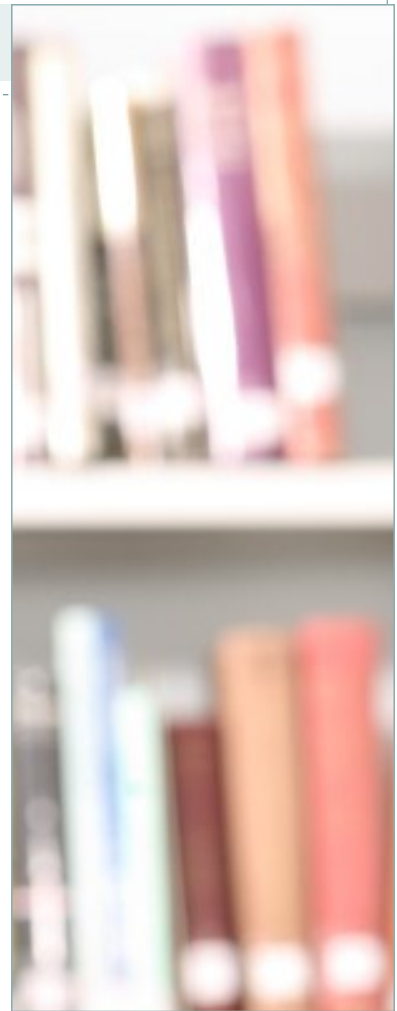
A NOTE FROM MRS. ANDERSON

It is hard to believe that we are already in our 2nd quarter of the 2022-2023 school year. Students are building relationships with their peers, learning about how they must grapple with challenging projects and learning to persevere through them.

- Students are providing feedback on 1st quarter projects and helping teachers develop better ones for the future.
- Teachers are working monthly with a Project Based Learning expert who helps them develop, implement, and reflect on their facilitation of the projects.
- Our after school activities are up and running and students are getting opportunities to play games, express themselves through art, and different explore different interests they may have.
- Students have taken 10 field trips during 1st quarter, exploring different hiking trails, colleges, and careers.
- Participated in community events throughout the Tri-Cities area.
- 21% of our students are participating in after school programs
- Our leadership team has organized two spirit weeks and a Breast Cancer Awareness walk for our school.

WHAT TO LOOK FORWARD TO IN QUARTER 2

- New Student Orientation
- New Projects
- More Field Trips
- Career Fair
- Thanksgiving Lunch for the REHS Students
- Job Shadows



INSIDE THIS ISSUE

Highlighting 1st quarter projects and photos

Celebrating unique programs

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A note from the Wellness Center

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Two of our students showing off their swing to support their cause.



BIG PROJECTS MAKING A DIFFERENCE

River's Edge High School practices project-based instruction, an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. The question the class asked this quarter was "How can we create artistic products to support our community?" In the class "Creations for a Cause" students explored, researched and interviewed non-profit organizations in the Tri-City community. After listening and analyzing each of the organization's core values, they

chose one that they wanted to partner with to raise money for their cause. Students worked in teams to co-plan a product to sell with the intention that 100% of their profit goes to the non-profit. The organizations the class has chosen are Grace Kitchen, Habitat For Humanity, Communities In Schools of Benton/Franklin, Therapeutic Riding of Tri-Cities and Pet Overpopulation Prevention. Students sold their creations at the Richland Farmers Market on October 28th and at Girls Night Out on November 3rd at Bergan's Family Treasure.

"PBL it is not what teachers cover, it is about what students DISCOVER."

ATTENDANCE MATTERS

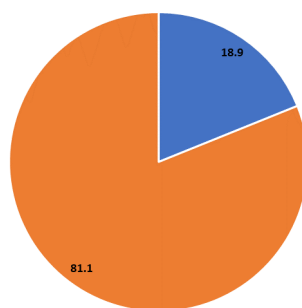
Researchers theorize the reason for the increase in attendance lies in the fundamental principles of PBL.

Since learning is engaging and its relevancy is readily apparent, students see its value and actually *want* to go to school:

"Due to the very nature of PBL principles of collaboration, hands-on inquiry, and relevance to students' lives, an effectively implemented PBL environment may, based on study results, meet the personal interests and relevancy needs of the economically disadvantaged population, therefore leading to increased attendance."

REHS ATTENDANCE

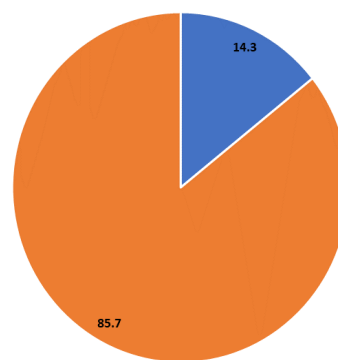
2021 Whole School Attendance (8/31 - 9/24)
Total Enrollment: 91 Students



Attendance
last year
2021

81% of our
students
were in
attendance

2022 Whole School Attendance (8/30 - 9/23)
Total Enrollment : 120 Students



Attendance this
year!

85% of our stu-
dents are in
attendance this
year!

■ Absent ■ Present

A special thanks to Jodi Romaine, owner of Snappy Camper for giving REHS students a chance!



Our Snappy Camper class checking out the product they designed a website for during quarter 1.

“SNAPPY CAMPER”

The Snappy Camper project is a real-world case study that combines two CTE course offerings – Photography and Web Design. Students in this project are working hand-in-hand with a local business owner to design and develop a website for the business owner. Students will be working in collaborative teams to create a website from basic coding to the design and implementation of multiple graphic design theories with industry standard programs i.e. Photoshop. Students will pitch their website design idea to the local business owner and once approved will work closely with them to bring their idea to life. The capstone experience will come when the business owner meets directly with each team and picks a website that will become the actual business website.



“BUILDING BRIDGES”

In Bridges, students have been designing, building, testing, and then redesigning bridges. They have been using a variety of construction techniques and glues, and many creative bridges have been built. Along the way, They have tested toothpick and gumdrop creations and balsa wood trusses. Just last week They tested our balsa wood bridges to see how much weight they hold and learned a lot about the failure points.

IMPORTANT!

21ST CENTURY GRANT DATES TO REMEMBER:

Academic Support
Available Every day!

Monday: Pottery &
Sports 11:30-1

Tuesday: Book Club &
Dungeons and Dragons

Wednesday: Art Club

Thursday: Anime and
Dungeons & Dragons

Friday: Baking and
Gamers Club

NURSES CORNER:

Holiday seasons are approaching. As cold weather sets in and we start to spend more time indoors, we can expect to see an increase in communicable illness (colds, flu, Covid). Please remember to drink lots of water and get plenty of sleep so your immune system has a fighting chance! If you are experiencing a fever, vomiting, or diarrhea you will need to stay home until you are free of symptoms (without the use of medication) for 24 hours. This is not including any additional Covid guidelines that may also be in place.

November is also the month that immunization information is reported to the state Department of Health. If you are missing immunizations, please make an appointment with the provider as soon as possible. Medical records can be dropped off or faxed in (509-942-2598, attention Health Room).

Have a safe and healthy fall!

Nurse Nedda

COMMUNITIES IN SCHOOLS: MISS IRENE



Irene is one of six children

Born and raised in Pasco, WA I attended Pasco High School

I attended Eastern Washington University Double majored in Spanish and Social work, then went back to get my master's in social work.

I am a dog mom. I enjoy the outdoors .

“PROJECT STRATEGIC THINKING”

In "Strategic Thinking" class the students learned how to never lose Tic-Tac-Toe using a decision tree and how to write the advice in the form of a blog using "conditional statements." Each class began with a logic puzzle to practice making conclusions with conditional statements. Then students developed their own strategies for winning checkers and practiced writing persuasive blogs encouraging readers to try their strategies. The class then learned chess and the principle of Syllogism. They wrote a blog on the best uses of the pawn pieces using Syllogism statements. Next comes the game of Clue and mastery of logical thinking to make conclusions with available data.



Students playing games and using strategies

COMMUNITY IN SCHOOLS SPOTLIGHT

Irene has been our Community in Schools Coordinator for 1 year.

She shared, “I enjoy my job because I get the opportunity to work with students to get them ready for after high school. As a Student Support Coordinator, I have the opportunity to be a supportive adult to the students and help assist with any barriers that might be keeping them from being successful in school. “

Communities in School slogan “We surround students with a community of support, empowering them to stay in school and succeed in life” CIS Supports include College and Career guidance, Academic Support, Job seeking and Resume building, Attendance support, Social Emotional learning, Diversity, Equity, and Inclusion, Basic Needs Assistance

Important dates:

- Career Expo Nov. 8th 12-2pm
- Dec. 7th Winter Wonderland Family Engagement (time TBA)

A NOTE FROM TREVOR: CAREERS, COLLEGE AND COMMUNITY

I'm super excited for this new role and have seen some cool things with your kiddos. We've had some field trips, job shadows, and are working to get as many students as possible engaged in a meaningful worksite learning program. Yes, that means we work with you to get your student connected to a job site where they see themselves in a potential career.

To help your students understand the world of work just a little better, we've also had some outstanding guest speakers. Andy Miller, Benton County Prosecutor, told of the dedication and diligence necessary in the legal profession to remember the human side of what we might see in the papers. Charles Kahlenberg is an accomplished entertainer, musician, and actor who shared insights into Nashville, Broadway, and Hollywood. We've met recruiters from colleges and the military and visited a construction site to drive dump trucks and navigate the controls for a lift.

We have more coming! Stay tuned!

- Trevor

Q&A'S ON FASFA

Hi, everyone. My name is Colleen Hall. I have had a long history of helping students and families figure out options and make a plan for after high school. I now serve as a financial aid outreach specialist. (Do I enjoy this work? Yes, I do.) We all have a story. We all have life things that happen. I'm here to answer any questions and provide you the best possible solution when completing the FAFSA or WASFA. Remember, there are other types of funding options out there besides strictly need based.

Colleen Hall (she/her)
Financial Aid Outreach Specialist
Serving Richland School District



- Am I qualified for College Bound Scholarship? I can look up your current status.
- How do I know if I'm a dependent student? For the most part you are dependent on parents financial income until you're 24, serve in the military, or have a dependent of your own that you provide for.
- What if my parents aren't citizens, can I still get aid? Yes, absolutely. Parent citizenship is not a factor to receive financial aid.

"If no one has told you that you are loved today, WE love you!"

FREQUENTLY ASKED QUESTIONS ABOUT TITLE 1 SCHOOLS.....

1. How do schools qualify to receive Title I funds? Schools qualify based on demonstrating that the K-12 membership has a sufficiently high percentage of economically disadvantaged students. In this district, Title I funds go to schools showing that at least 35% of the enrolled students are identified as CLIF (children from low income families) based on the direct certification process on the 100th day of school in grades K-5. Once a secondary or combination school/center has 75% of its students identified as CLIF (children from low income families) based on the direct certification process they by law are served also.

2. Why are Title I funds allocated exclusively to high poverty schools? Research studies done over the past 30 years show conclusively that schools with high concentrations of economically disadvantaged students generally demonstrate lower levels of achievement than do schools with lower concentrations of economically disadvantaged students. As a result, Congress, in the reauthorization of Title I under the Every Students Succeeds act, now requires districts to allocate Title I funds to those schools with the highest concentrations of such students,

particularly to those schools falling above 75%. Districts may extend Title I benefits to schools lower than 75%, yet not below the district average percentage of free/reduced price meals. Currently, in Alachua, Title I benefits are extended to elementary schools down to 35%.

3. Which children are Title I children? There is a common misconception that a Title I child is a child eligible for free or reduced price meals, but this is false. Because the Title I program in this district operates at the school level in the form of School-wide Programs, there are technically no Title I children in the district; only Title I schools. The children within each Title I school have no designation related to Title I.

4. How are schools allocated Title I funds? Once a school qualifies, funds are then allocated based on a formula developed at the district office that projects the number of qualifying children at the school for the following year. Occasionally, a further adjustment is made after the first month of school the year funds are allocated, to ensure that schools receive funds commensurate with the number of qualifying children actually enrolled.

If you are interested in being a part of our mid school year review leadership team, please email Mrs. Anderson @ Nicole.anderson@rsd.edu.

1ST WEEK OF 2ND QUARTER

2ND QUARTER BEGINS:

| November 7 Monday | November 8 Tuesday | November 9 Wednesday | November 10 Thursday | November 11 Friday |
|---|---|--|--|--|
| 8:15 am— ALL students check in grab schedules and eat . NEW students stay for orientation, all other students are released for the day. | ALL students 8:20—11:30 am LUNCH | ALL students 8:20—11:30 am | ALL students 8:20—11:30 am | NO SCHOOL Honoring our Veterans |
| 8:30— 10:00 am New student orientation | 12-2:25pm CAREE EXPO— NOT optional | Shortened Schedule due to early release | Shortened Schedule due to early release | |

*Regular Schedule resumes next week

QUARTER 2 AT A GLANCE

| November | December | January |
|------------------------------------|---|---|
| 11/1 Bimas Testing | Date to be determined—Family Night—parent engagement | 1/3/2023—back to school |
| 11/2 Conferences/parent engagement | | 1/16—NO SCHOOL—MLK Jr. |
| 11/7 2nd Quarter Begins | | 1/20—End of Quarter |
| 11/14 New Projects Launch | 12/6 ASVAB Testing Day Schedule | 1/23—No School |
| 11/22 Student Thanksgiving | | 1/24—1/27 3rd Quarter Orientation Week (Different schedule) |
| 11/23 Early Release | 12/19—1/2/2023 Winter Break | 11/26 12:00pm |
| 11/24-27 Thanksgiving Break | | End of Semester *Title 1 leadership team meeting. |

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