Dear Creekside Students, Staff and Parents,

At school we teach a variety of different topics. We teach our curriculum to teach the core content areas. We teach manners. We teach how to play appropriately with one another. We teach how to be a kind friend and a respectful student. We teach how to manage various experiences that our students encounter throughout their day. We teach how to be safe in particular situations. This letter is going to focus on the latter learning that we do.

We have been working hard at being prepared for any possible emergency that comes our way. Our students have practiced a fire drill, an earthquake drill and a lockdown drill and will continue to do our monthly drills to ensure we know what to do in the event of these types of emergencies. Now it is time to take our learning and continue to be prepared for the other icky possibilities that could be experienced while students and staff are at school. These include an active shooter and/or other emergencies that cause catastrophic damage to our building, such as a large earthquake. At school, we call these types of emergencies, Level 2 Disasters.

Our Site Council is working hard at learning the necessary steps to take so that we are ultimately prepared for any Level 2 Disaster that could impact our school day. One of our first steps is being prepared to reunite students with parents in a productive and safe way following this type of disaster. Attached is the link that has been created by our school district to help us manage Family Reunification, from the process, the reunification form, a sample map (flowchart), and a short video:


Site Council members thought it would be great to share this with our school community so that everyone knows of the process we will take in such an event.

Here are the steps that we will take at Creekside to reunite you with your child(ren) as quickly as possible:

1. At Creekside, parents will get the reunification form when entering the school grounds (we have copies prepared for you or you can have the form filled out prior to the emergency by printing a form and keeping it in your glove box or other location that works for you and your family).

2. The parents will park and walk to the bus loop. We understand that parking is limited and during a scary event, everyone will want to get to
their child(ren) as quickly as possible. We will do our best to keep things orderly so that we assure that kids are reunited with parents as soon as possible. We ask that you try to put on your “calm face and demeanor” so that your kids feel safe when being reunited with you during this tragic time.

3. At the bus loop there will be two “stations/gates.” The first gate is where you will hand the form to the staff member that is present at this station. This notifies the staff that you are here to pick-up your child. A staff “runner” will go to your child’s class line and gather your child to deliver them to you.

4. The second station is where a “runner” will deliver your child from their class line to you at the gate.

It is VERY important for you to have a back-up plan and a back-up plan to the back-up plan! © Level 2 disasters can be unpredictable and you may be stuck in a situation where you yourself are not able to pick up your own child(ren) from school. Please work as a family to secure back-up plans so that your children can leave school with a neighbor, a relative, or a friend. In order for us to allow children to leave with anyone other than their parent or guardian, we MUST have these people listed on our emergency documents that are kept in the office. These documents are taken outside with us during each drill and will also go out during a real emergency. These documents allow us “clearance” to dismiss your child(ren) to someone other than you. We can’t rely on phone calls as we won’t be in our building and most likely the cell phone service will be bogged down due to the emergency that we are experiencing. So, it is best to plan ahead and be prepared prior to any emergency that we could experience during the school hours.

Remember, the best thing you can do in an emergency is to KEEP CALM!

Thanks for helping us in preparing for any emergency that comes our way! Tera ;o)

Interested in Volunteering, Chaperoning a field trip this year or coming to school for Parent Play Date?

Then you need to sign up online to complete the Washington State Patrol background check: The process for completing the WSP (Washington State Patrol) forms to volunteer in a classroom or on a field trip has changed. All volunteers have to be authorized every year. Please follow the directions below to complete this process. Volunteers will not be allowed to volunteer unless they have been authorized at the district level. Begin here: https://issaquahvolunteers.hrmplus.net

Tip: At the end of the application it will ask you to scan your driver’s license. If you don’t have a scanner you may take a picture of your driver’s license with your phone and send it to your computer. Save it to your desktop and then browse for it to add to this system.

Thank you for volunteering at Creekside!
Classroom Fees

Thank you to the families who have logged into the Pay Online system and paid classroom fees! Just under $15,000.00 has been collected since August. The amount of outstanding fees at this time is $15,255.50. Please use the following instructions for logging into Pay Online to pay your student’s fees at your very earliest convenience.

Student fees will be paid online through the TouchBase online payment system.

To pay online, please visit the Creekside Connect website at http://connect.issaquah.wednet.edu/elementary/creekside/default.aspx and click on Pay Online under the Quick Links.

The user name is the same as your Family Access log in and the password is the parent’s last name. (Both user name and password are case sensitive.) Detailed instructions are available on the TouchBase home page. Payments may also be made in the school office by debit/credit card. (No cash.) Please keep all your receipts as proof of purchase.

Fees include, but are not limited to: field trips, classroom supplies, Science To Go labs, music, Library fines, etc. Scholarships based upon financial need are available to help with some school related fees. If a student needs assistance with scholarships please contact your student’s teacher or the bookkeeper, Andrea Garvey at garveya@issaquah.wednet.edu with questions.

BUS PASSES: To arrange an after school play date for your child - please use the bus pass request form on the Creekside website. Please note – bus route 95 is at capacity, so we cannot issue bus passes to students for route 95.

PARKING DURING PEAK HOURS and FOR SCHOOL EVENTS –

We LOVE our big turnout for Curriculum Night and school concerts, but our small parking lot cannot accommodate everyone. Please plan to carpool or walk to the school if you can. Although our neighbors in the Crossings are very understanding and willing to put up with the added traffic and congestion PLEASE do not block driveways in the neighborhood!

Also please be mindful of the 20mph speed limit, and all the little bodies moving along the sidewalks and in the parking lot during morning drop off, and afternoon pick up times. Thank you so much for your cooperation!
Parent Play Day (with an emphasis on Dads!)

Join your student(s) on the playground throughout the school year for Parent Play Day. Dads and other special guests are invited to join us for recess on the first Friday of each month. Visitors must first sign in at the front office to get a visitor’s badge prior to joining your students outside to PLAY!

**You are more than welcome to join your child for lunch, however we ask that you bring your own so as not to overwhelm the Kitchen Staff on these Parent Play Days.**

Hope to see you soon!!!!

**Lunch times as follows (Recess immediately follows):**

- **Second Grade**: 11:20-11:40/11:40-12:00
- **First Grade**: 11:45-12:05/12:05-12:25
- **FDK**: 12:10-12:30/12:30-12:50
- **Third Grade**: 11:30-11:50/11:50-12:10
- **Fourth Grade**: 11:55-12:15/12:15-12:35
- **Fifth Grade**: 12:20-12:40/12:40-1:00

**If you have a child in AM or PM kindergarten, you may arrange a Parent Play Day with Ms. Ducoing on the dates listed below. Please email Ms. Ducoing so she knows to expect you.** The times you are looking at are as follows:

- 10:30-10:45 AM Recess/10:45-11:15 AM Classroom (this is for AM families)
- 1:55-2:15 PM  Recess/2:15-2:45  PM  Classroom (this is for PM families)

**Future Parent Play Days for ALL grade levels K-5 are:**

- October 2
- November 6
- December 4
- January 8
- February 5
- March 4
- April 1 (no foolin’!)
- May 6
- June 3

Questions? Contact Jill Ravenscraft  Email: ravenscraftj@issaquah.wednet.edu  Phone: (425)837-5205

**MUSICAL NOTES**

**SAVE THESE CONCERT DATES!**

- December 2, 2015 – Choir Festival @ Creekside - 3:00-6:00pm
- December 10, 2015 – Creekside Choir/Marimba assembly performance (2:00-4:00pm)
- December 10, 2015 – Creekside Marimba Concert 7:00-8:00pm
- February 11, 2016 – Creekside 3rd Grade Concert 7:00-8:00pm
- March 17, 2016 – Creekside 2nd Grade Concert 7:00-8:00pm
- March 31, 2016 – Creekside Choir Concert 7:00-8:00pm
- April 5, 2016 – Creekside 4th Grade Concert 7:00-8:00pm
- May 3, 2016 – Creekside 1st Grade Concert 7:00-8:00pm
- May 26, 2016 – Creekside 5th Grade Concert 7:00-8:00pm
- June 7, 2016 – Creekside Kindergarten Concert 7:00-8:00pm

Mr. Tom Cady & Mr. David Johnson

For more information, please check out the Music Website
You are invited to
FAMILY LITERACY NIGHT

WHO: All Creekside Families

WHAT: Family Literacy Night
Bring your children, eat dinner together, and participate in a night of literacy classes presented by your very own Creekside Teachers

WHERE: Creekside Multi-Purpose Room

WHEN: WEDNESDAY, October 7
Pizza Dinner provided by Creekside PTSA at 5:30 p.m. Literacy Workshops from 6:00 - 7:00 p.m.

WHY: Meet other Creekside families, support your child’s literacy development, and have FUN together!

HOW: Complete and return the bottom of this form to your child’s teacher by Friday, October 2nd.
No late RSVPs please!
Then join us on Wednesday, October 7th at 5:30 p.m.

NOTE: In order to keep the number of participants balanced between sessions, please decide ahead of time which session you will attend.

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<th>Primary Workshop (K-2)</th>
<th>Intermediate Workshop (3-5)</th>
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<td>Sequencing &amp; Visualizing</td>
<td>Summarizing &amp; Inferring</td>
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Yes, we will attend Family Literacy Night!
Please circle the workshop session (Primary OR Intermediate) you plan to attend. Then complete the form below and return to your child’s teacher by Friday, October 2nd.

Child’s name: _________________  Child’s Teacher: _________________

Total number of people attending: _______ adults  _______ children
THANK YOU PTSA!

Thank you, Thank You, THANK YOU! What an amazing opportunity we had last month to be visited by a real-live author Ralph Fletcher. Your financial support allowed both students and teachers to learn from one of the BEST in the field of writing.

A few take-aways from his assemblies included:

- Good writers are GOOD readers!
- Ideas for writing are all over. Get a notebook and write about those “everyday” moments.
- Words matter in your writing so be strategic about your word choice.
- Don’t forget to be a kid.

During his visit to Issaquah, Ralph also spent an evening at PCMS presenting to parents and staff about ways to engage boy writers. A few take-aways from the presentation included:

- Look through the “wreckage” of the handwriting in order to see their strengths as a writer.
- Give them real choice. Allow boys a framework of choice to work within. This framework may come through explicit discussions about appropriate topics for writing. Negotiate these topics with boy writers.
- Allow multiple ways of telling stories (illustrations, video, cartooning) along with written text.
- Look for the humor. Boys like to write spoofs, satire, and parodies. Knowing this will enable us to enjoy the writing that much more.

Counselor’s Corner – Teaching Empathy

On the playground, a 6-year-old boy falls off the swings and cries. Some of the children laugh; some look the other way. Your child rushes over to help him up. Empathy. You breathe a sigh of relief.

Is it something you did to teach your child to imagine how someone else felt and respond with care and concern, or was your child born with an innate capacity for empathy? Studies show the answer is likely both. Empathic children are aware of their own feelings and individuality; are able to relate to common feelings while also distinguishing their own emotions from the feelings of others; can imagine how others might feel in a given situation and respond in a way they imagine might be comforting to that person. Studies show children are born equipped to be empathic, but these skills take time and practice to develop.

An Empathy Timeline

Some studies suggest that the development of empathy has its roots in infancy, though it takes many years for this skill to mature. Babies as young as 6 months old begin using social referencing, looking to the reactions of a parent or caretaker to gauge the safety of a situation or new person.
Research suggests that children as young as 14 months offer to help an adult who is struggling to reach something.

As children near age 2, they begin to realize that they are a separate person with their own thoughts and ideas. Toddlers show early signs of empathy, for example, by offering a blanket to a parent who is in distress. In most cases, the toddler will offer assistance based on the things they have found comforting, such as a favorite toy or bottle, but the empathic intention is there. Around age 4, children begin to associate their emotions with the feelings of others. By 6 or 7, a child can take another person’s perspective and offer appropriate help when they are suffering. It takes longer, some theorize as late as adolescence, for a child to begin to empathize on a broader scale; for example, with societal issues such as homelessness or discrimination.

**Why Empathy Matters**

Empathy is a skill that experts from many disciplines have deemed important for personal, relationship and career success. People who are empathetic tend to have better social interactions, academic performance and accomplishments at work than others. **A strong sense of empathy allows** children to make decisions that are right for them without hurting others or seeking approval or acceptance. This may strengthen them against negative peer pressure and a range of maladaptive behaviors such as substance abuse, bullying, narcissism, aggression or violence against others. Although some children are remarkably resilient despite abuse, neglect or other forms of mistreatment, studies suggest that these early trauma experiences significantly increase the risk of emotional and behavioral problems later in life.

**Strategies for Raising Empathic Children**

Parents are children’s earliest and best teachers of empathy. Here are a few ways you can nurture this skill in your child:

1. **Parent Responsively:** Early attachments during infancy lay the groundwork for children to learn how to comfort themselves as well as others. Babies learn empathy when their parents consistently meet their needs. When they are fussy, scared, hungry or uncomfortable, the responsive parent works to understand their feelings and cues and make them feel better. Children who know they can count on a parent or caregiver for emotional support and physical affection are more likely to offer help to others. Studies show that children have a greater capacity for empathy when their own emotional needs are met at home.

2. **Validate the Full Range of Emotions:** Children need a certain level of self-awareness in order to develop empathy. By using "I" messages ("I feel sad when you throw things"), you model self-awareness. When parents identify and validate how a child is feeling ("You are feeling angry because you wanted to play with that toy. I understand, it’s okay to feel angry, but it’s not okay to throw things."), the child develops this self-awareness as well as an understanding of the way other children feel. Those who are taught that certain emotions, such as sadness or anger, aren’t acceptable often struggle to understand and express themselves. Although parental instinct sometimes calls us to jump in and make difficult feelings go away when our child is struggling, it’s important to give them a chance to cope with those feelings without telling them what to do, discounting their feelings ("everything will be okay,") or passing judgment. Similarly, children learn valuable lessons by discussing how their actions affect others rather than immediately jumping to, "Say you’re sorry," which has little educational value or meaning for a young child. Instead, ask, "How do you think your friend is feeling? What could you do to help?"
3. **Give Names to Feelings:** Identifying and labeling emotions helps children organize their emotional world. Early on (typically in toddlerhood), children master the basics such as happy and sad, but it is helpful to expand their understanding to feelings of disappointment, frustration, excitement, nervousness, fear and so on. In addition to naming feelings, parents can explicitly talk about the importance of sharing and taking turns. Once the child understands their own feelings, they can understand other people’s feelings and cross-reference them when their actions affect someone else. For instance, if the child felt sad when a toy was taken away, later they have the language to recognize that another child may feel the same way if their toy is taken away.

4. **Role Play:** Toddlers can learn about empathy through role play. For example, pretend a doll doesn’t want to share with another doll, or a toy hurts another toy’s feelings. Then ask your child how the “wronged” party feels and what solutions might address the problem. When watching television or movies, reading books or looking at photographs or drawings with your child, talk about how the characters might be feeling and what their different perspectives might be. This also helps children read nonverbal cues such as facial expressions and body movements and understand the types of reactions that are acceptable.

5. **Point out Similarities and Differences:** Studies show it is easier to empathize when we see similarities between ourselves and others (most children share the feeling of sadness or anger when a toy is taken away or unfairness when an injustice takes place on the playground). It is also important to recognize the differences since what makes one person feel better might not help another person.

6. **Model Empathy:** Explicit teaching can help build empathy, but even more important is being empathic yourself. Parents can model empathy in their interactions with other adults. Share your own empathetic process out loud, for example, by trying to understand the cause of someone else’s rude outburst or hurtful behavior, expressing concern for others, and thinking of ways you might be able to brighten someone else’s day. Parents also model empathy through their parenting style. A parent who stays calm, processes their feelings and offers rational explanations even when their child misbehaves models healthy emotional management. When children get older, they benefit from parents who ask questions about their feelings and listen actively and reflectively. In this way, they learn how to relate to others by practicing at home.

By contrast, the parent who spanks, punishes or yells sends the message that these behaviors are acceptable responses to strong emotions. Studies show that over time, spanking and related punishments fail to improve behavior and actually increase aggression in children. Children who are punished for undesirable behavior (or conversely, rewarded with material goods for helping others) do not develop an internal sense of right and wrong; they merely learn to comply. An approach that models compassion and explores how the child’s behaviors affect other people is more effective in the long run.

7. **Encourage Reading and Game-Play:** It may sound like an unusual way to learn empathy, but studies have shown that reading fiction helps people understand complex social interactions and put themselves in other people’s positions to understand their deepest motivations and desires. Studies also suggest that playing games against others can aid in the development of empathy. Games
encourage players to put themselves in their opponent's shoes to understand their intentions and make strategic guesses about how they're going to play.

8. Volunteer Work: Older children can benefit immensely from lending a hand to a neighbor in need, volunteering at a homeless shelter or donating time to a community event. These experiences help children put themselves in someone else's position and also cultivate gratitude. Developing empathy can be a lifelong process. We can't expect 3-year-olds in to master this skill, nor can we expect children to feel empathy when they are in the midst of overwhelming feelings of their own. What we can expect is an open and ongoing dialogue and to hone our own abilities to model empathy in our daily lives.

David Sack, M.D., is board certified in addiction psychiatry and addiction medicine. As CEO of Elements Behavioral Health he oversees a network of addiction treatment centers.
-Huffington Post

April Stevens
Creekside Guidance Counselor

News From Your Creekside Library

Creekside Library Routines

Oops, I Forgot My Book!
If your child forgets to bring in their book(s) on their library day, they don't have to wait until their next library day to return it and check out a new book. They can bring the book to school any day before their next library day and check out a new book. Remind your child to let their teacher know that they have brought in their library books and their teacher can send them down to the library.

Renewing Library Books
If your child is not done with a book by their library day, they can renew it until the next library day. Please place a post it note on the front cover of the book that says “Renew” and on the back of the book, place a post it note that says “Renew for (child's name) in (teacher's name) class.” The book with the renew post it notes needs to be placed in the classroom library bin in the morning.

The book will be renewed in our circulation system and returned to the student during their library class time.

Meagan Rhodes & Julie Siefkes
Creekside Librarians
News from the Issaquah School District 411

F.L.A.S.H. 5th Grade Parent Presentation and Preview
Thursday, December 10, 2015, 6:00 – 7:30 PM or
Saturday, December 12, 2015, 9:00 – 10:30 AM
in the ISD Administration Building Boardroom
565 NW Holly Street, Issaquah 98027

News from the

Did you see it?

All in for Kids Annual Fund Campaign letters and remit forms should reach your mailbox in early October.

Look for the smiling faces on the bright colorful envelope, then open, read carefully and reply. Contribute before November 2nd, and we’ll remove your name from our calling list on November 10th and 17th. Please go to www.isfdn.org to learn more about what All in for Kids funds at your school and to make your donation. Our kids are counting on you!

Double Your Gift with Employer Matching

If you made a donation during the past year and/or will be participating in All in for Kids, double your gift by requesting an employer match through your employer. Boeing, Expedia, Microsoft, Nordstrom and other employers offer this benefit. Double the impact of your gift by asking your employer to match!

Foundation Success Stories: Middle School Writing Institute

Our teachers want to thank you for your investment in bringing the Teachers College Reading and Writing Project to this summer’s Middle School Writing Institute! It was an incredible week of professional development that stretched teachers’ thinking and grew their instructional skills. We are continuing to hear how impactful this experience was and much they appreciated the opportunity. Here is a sampling of what middle school teachers had to say:

“This has been one of my best professional development opportunities, ever.”

“Excellent use of my time- the knowledge and enthusiasm led to many ideas I will use in my classroom this year.”

“Ideas were great and helpful, especially for someone new to the curriculum.”

You made this training possible at the elementary level over the past two years and now it is time for the middle schools. Thank you, Foundation donors!

Foundation Success Stories: Welcoming New Teachers
Do you know what you made possible? You welcomed every new teacher with breakfast, a gift bag of free coupons and merchandise from the local business community and a $100 gift card to Staples to offset the high personal cost of setting up a new classroom. You may not be aware—but there is a teacher shortage within Washington State and the Issaquah School District is in competition for talented teachers. What a way to let our teachers know they have come to a community that values them and our students!

“Thank you for the warm welcome and generous new employee gifts. There are a lot of emotions that come with transferring jobs/districts and receiving your welcome packet solidified why I left to join this amazing community of support!” – Teacher at Grand Ridge Elementary.

When you donate to All in for Kids— you make warm welcomes like this, possible. Thank you, Foundation donors!

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<td>27 Student Photos-Makeups and Retakes</td>
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<td>29</td>
<td>30 Halloween Bash 5-7</td>
<td>31 Happy &amp; Safe Halloween!</td>
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Coming up:
November 4, 18 – Bank Day
November 11 – Veterans’ Day – No School
November 17 – PTSA General Meeting 7PM
November 26, 27 Thanksgiving Holiday – No School

WHAT’S ON THE SCHOOL LUNCH MENU? Click here!
## State & Common Assessment Calendar 2015-2016

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<td>2/29-4/1</td>
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<td>MSP - Science - paper</td>
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Paper/Pencil - Grade 3 ELA end date 4/15 - Grade 3 Math, Grade 4-8 ELA/Math end date May 20

*PRINCIPAL DETERMINED

FOR MORE INFORMATION ON STATE AND DISTRICT TESTING, AND TEST DESCRIPTIONS PLEASE SEE THE ISD WEBSITE UNDER “ASSESSMENT” - [http://www.issaquah.wednet.edu/academics/assessment](http://www.issaquah.wednet.edu/academics/assessment)