

Woodside Elementary School District

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Woodside School Parent Meeting Digital Citizenship and Social Media Update March 8, 2018

I. Staff Collaboration and Training

A. Middle School Meetings

1. The Middle School staff has held several all staff meetings on Wednesdays during the last two months to address multiple topics, including the use of social media, empathy, inclusion, diversity, and accountability. Below are listed some specific staff trainings associated with the above topics that are being instituted:
 - a) No One Eats Alone: A program that includes a one-day event (Feb. 8) that focused on inclusion as well as curriculum that relates to the event. All 6th, 7th, and 8th grade students were given an SEL lesson on inclusion and recognizing differences.
 - b) LGBTQ Awareness and Support Training (March 30)
 - c) Stanford English Learner Research Collaborative (ongoing during the 2017-2018 school year)
 - d) Administration Coaching and Goals - Diversity and Tolerance Focus (ongoing)

2. The Middle School staff has discussed the specific types of lessons associated with Diversity that are taught through the various Academic Disciplines. Some that are taught throughout the school year are listed below:
 - a) Design Projects (empathy)
 - b) Living Voices
 - c) No One Eats Alone Day and Lessons
 - d) Slave Trade and Middle Passage
 - e) American Colonization, Slavery, and Civil War
 - f) Women's Suffrage and Rights
 - g) Civil Rights Movement
 - h) Literature - A Long Walk to Water, The Breadwinner, The Outsiders, etc. that speak to diversity
 - i) Read Alouds that highlight specific achievements by people of all backgrounds

- j) Art history follows the social studies curriculum, focusing on West African masks, Islamic geometric shapes, etc.
- k) African folktales and their importance in oral tradition and in American literature
- l) African American poetry and African American works of literature
- m) Fugitive Slave Act Mock Trial
- n) Washington, D.C. Field Trip, including the Holocaust Museum, the National Museum of African American History, the American Indian History Museum, etc.

B. Social Emotional Learning Committee - The SEL Committee consists of Tom Limbert, our parent education coordinator, and several teachers, including Ms. Iverson and Ms. Mull. The SEL Committee has helped to identify specific lessons that focus on diversity, inclusion, accountability, etc. and will continue to provide classroom teachers with important lessons. Making sure that the SEL Committee continues to work with the various other stakeholders is important to the process as we move forward.

C. Administration Meetings - The administration has meet many times over the last couple of months to strategize, plan, and coordinate progress on a variety of these issues, ranging from digital citizenship curriculum to parent education to student intervention and support. With so many different topics and themes interconnected, it is necessary to continue to meet and discuss next steps. Making progress on these issues will take time, and these meetings will guarantee that the necessary people are involved in the various conversations.

II. Digital Citizenship Curriculum

The Middle School staff is currently evaluating three digital citizenship programs. The administration and the SEL Committee will review curriculum options, and once a program is selected, training will be planned for all of the Middle School teachers and the roll out communicated to all stakeholders.

A. Common Sense Education

1. Pros: K-12 broken down by grade span, CCSS standards aligned, family resources, in various languages, free, seems clear and easy to use, research based, provide teacher training, resources can be downloaded
2. Cons: Only 15 lessons total. would need to be split up across grade span, answer keys easily found online, sometimes juvenile/unengaging videos

B. Cyber Civics

1. Pros: Lesson plans, organized, 6th, 7th, and 8th grade sections, set up for one 50 minute lesson a month?

2. Cons: Cost, seems scattered, topics are all over the place, 8th grade looks long, too much time needed to teach

C. My Digital Tat2

1. Pros: Consistency with the one parents chose, Same message for parents, educators, and students, Different workshops for different grades, Specialized workshops for advisory and counselors, Case by case consultation, We liked their 5-8th grade workshop topics
2. Cons: looks like there is no curriculum for us to use an extension after they leave, no real description of what the lessons look like, no cost description

III. Student Intervention and Support

When students engage in inappropriate online activity off of campus, it typically ends up playing out here at school. The administration and Middle School staff are working closely with families to issue appropriate consequences as well as supporting families in determining their own interventions as needed. All student discipline is unique and handled on a case-by-case basis, and it is important to note that student privacy (no matter the victim or offender) is vital to this process.

A. Discipline

1. Progressive discipline is used when appropriate and when there are repeat offenders (e.g., lunchtime detentions, in-house suspensions, out-of-school suspensions, etc.).
2. In addition to traditional progressive discipline, such as detentions and suspensions, behavioral plans may be enacted. If necessary, these types of plans spell out specific discipline steps for particular students, including the removal of certain privileges (e.g., overnight field trips, dances, school athletic teams, etc.).
3. The Student Study Team (SST) process is another way to address behavioral issues. During an SST meeting, parents, teachers, and the administration get together to determine next steps with an individual student.
4. Counseling services are a very important part of the student intervention process, as providing supportive resources to our students allows for the student to take an active role in their growth.

B. SEL

1. Students are supported with Social Emotional Learning throughout the school day in their classes.
2. Not only are SEL activities taught during the Advisory class, but all academic disciplines participate in SEL activities throughout the school year, depending upon the specific events going on in each class at any given time or larger, more broad issues that require attention and focus.

3. The SEL Committee, working with the Middle School staff, has created a new student recognition program for Middle School students. These postcards are the Middle School version of "Paws of Praise." The Student Council's recommendation for how they should work was taken into account. When a Middle School teacher notices a student living by the school's SEL tenets of know yourself, choose yourself, and give yourself, they have postcards that can be filled out and mailed home. This postcard will be received by the student in the mail, and it will contain a description of the positive behavior. Student thoughts as to this program were extremely valuable in developing this program, with the idea being that students would never know when they are being recognized for their positive behavior.

C. Advisory Class

1. All 6th, 7th, and 8th grade students are enrolled in an Advisory class that meets one period every other week.
2. Open Session generally takes place during one Advisory session each month. Through the Open Session process, inclusion and acceptance are the goals as students write cards looking for support or advice, and it opens the lines of communication that build empathy and perspective, both for the student who wrote the card and the person offering wisdom.
3. Future Advisory lesson topics to be addressed:
 - a) A specific lesson on privilege; what is it, where each student falls on a spectrum of privilege, etc. This lesson opened discussions about social mobility and our responsibility to each other or to those less privileged.
 - b) During the next two weeks, Advisory class will focus on digital citizenship, specifically multitasking and how the modern world is bad for your brain. Students will read a scientific article that studies technologies impact on our brains.
 - c) Upcoming lessons in Advisory include poverty, human needs, social mobility, ethnocentricity, and empathy.
 - d) Goal Setting for the New Year and discussion about self-reliance, advocating for oneself - December 20, 2017 - will revisit before the end of the school year.

D. Student Council

1. The Student Council has been an integral part of this process during each step of the way. Their opinions have been requested, and their voices have been heard. Here are some of the ways that the students have been involved:
 - a) The Student Council led the "No One Eats Alone Day." Through their leadership, the students structured the lunchtime activity and led the entire process.

- b) The Student Council would like to create a new Woodside School shirt for the Middle School that spells “Community” with the “unity” underlined to show that we are a school that is striving for unity.
- c) The Student Council wants to initiate “Shoutout Cards.” The idea is that students will help to recognize other students in recognizing positive student behaviors and accomplishments. Students would organize how to accumulate the information about students and then share that information with the student body through an announcement that would reach only the Middle School classrooms.
- d) A student-led Instagram account that would be completely student-led. Student Council members would be responsible for updating the account, Middle School students would “DM” the Student Council leaders a compliment, the Student Council would decide if it should be posted or not, and posts would be made on a weekly basis. The Middle School students want a student-centered and student-led activity so that students are part of the solution, and they don’t have to rely on adults to do everything for them.

IV. Parent Education, Communication and Meetings

In early February, Dr. Polito and Tom Limbert, our Preschool Director and lead on Parent Education, met with Carmen DiCinque, the PTA lead on Parent Education, regarding various opportunities.

- A. My Digital TAT2 Parent Education Event - The Woodside PTA and the Village Hub partnered recently for a parent education opportunity hosted at the Hub. My Digital TAT2 presented *Screens and Memes: Understanding your Child’s Digital Life* to all interested Woodside School parents (February 13).
- B. The PTA and the school administration will continue to meet to discuss specific needs for parent education. The future plan will include bridging both the student and parent education pieces so that common language and integration can get the entire community of stakeholders moving in a common direction.
- C. Additional PTA-sponsored parent education events include:
 - 1. Common Ground Speaker Series - Lee Mun Wah’s diversity presentation.
 - 2. SEL Update at the April PTA meeting.
 - 3. Museum of Tolerance - We are exploring taking a team of various stakeholders during the 2018-2019 school year.
- D. Communicating clearly and often with parents is the goal for moving forward. Updates will be sent out to the Middle School community with the ultimate goal being that all stakeholders are aware of everything that is happening at any given

time. This will be accomplished through administration meetings with parents, PTA meetings, School Board meetings, parent emails, updates on the school website, the Wildcat Weekly, etc.