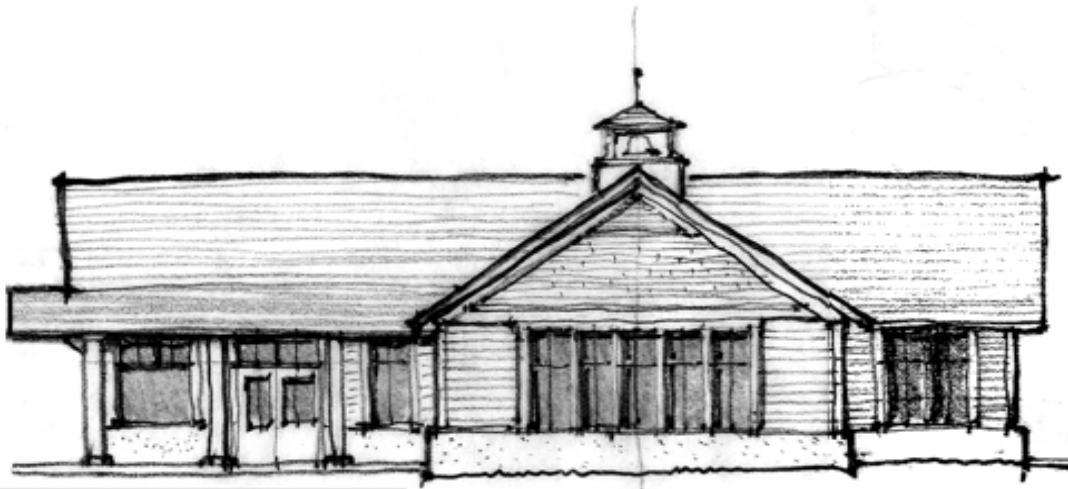


Woodside Elementary School District

SCHOOL HANDBOOK

2021-2022 School Year



For further information, please contact:

Steven Frank, Superintendent

Woodside Elementary School District

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Woodside Elementary School District
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August 19, 2021

Dear Members of the Woodside School Learning Community:

On behalf of the Woodside School staff, welcome back to the 2021-2022 school year! Our dedicated staff has been working during the summer planning for this new school year and they are just one of the many reasons Woodside School is so unique. Already we are inspired by "the energy and excitement" in the air. If we can be certain of anything in this changing world, it is that together we can make a difference in the lives of children.

In the pages of this handbook, you will find general information about the school, parent participation, curriculum description, as well as school/district policies and procedures. We have made the effort to combine multiple handbooks into one useful document that includes all pertinent information you might need. There are two tabbed sections of the handbook that pertain to the TK-4 (Lower School) and 5-8 (Upper School) programs respectively.

We look forward to a wonderful year with you and your students. If you ever need any additional information about the Woodside School program, please do not hesitate to contact me.

Sincerely,

Steven Frank, Superintendent

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VISION STATEMENT

The vision of the Woodside School is to be widely recognized as a model public school and center of educational excellence that enables each student to achieve his or her full potential as an engaged global citizen of the 21st century.

MISSION STATEMENT

Through active collaboration with teachers, parents, and the vibrant local community, Woodside School provides a well-rounded preschool through 8th grade education that prepares its students to be curious, enthusiastic, and self-motivated learners as a foundation for future academic and life success.

POLICIES AND PROCEDURES

1. ARRIVAL AND DEPARTURE

School office	8:00-4:00 p.m. M-F
First Bell	8:20 a.m. M-F
Instructional Bell	8:25 a.m. M-F
TK/Kinder Dismissal	1:00 p.m. until Oct. 1st/2:30 p.m. beginning Oct. 4th
1st-8th Grade Dismissal	3:10 p.m. M, T, Th, Fri/2:30 p.m. on Wednesdays

Minimum Day Dismissal (Tk-8th)	12:30 p.m. (no lunch)
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Recess	9:51-10:11 a.m. M-F
Lunch	12:20-1:00 p.m. M-F

ARRIVAL

The instructional day starts promptly at 8:25 a.m. for all grades. No student should be on campus before 8:10 a.m. If a student arrives after 8:25 a.m., they should go directly to the office to check-in and collect the tardy slip appropriate to their situation. This tardy slip should be handed to the child's teacher upon entry into the classroom.

Students who are not in their designated area by 8:25 a.m. are tardy and should report to the office for a tardy slip before going to class.

DEPARTURE

All students should be picked up immediately at dismissal time unless involved in school activities or supervised by an adult. There is no yard supervision for children in kindergarten after their dismissal at 2:30 p.m. Because classes are still in session until 3:10 p.m., please exit the campus immediately after picking

up your child to refrain from disrupting other classes. Please do not leave your TK/Kindergartener unattended after 2:30 p.m.

2. ATTENDANCE FOR TK – 8TH GRADE

ABSENCES

Please call the school, (650) 851-1571 by 9:00 a.m. each day your child is absent. You may also call the attendance voice mail at extension 4. If you do not call the office, you may receive a call from the office.

EXCUSED ABSENCES

The state's Education Code (Ed Code 46010) states that an "excused absence" occur only under the following circumstances:

1. Illness or injury
2. Quarantine under a county or city health officer's direction
3. For a medical, dental, optometry or chiropractic appointment
4. To attend the funeral service of an immediate family member
5. For jury duty
6. Due to exclusion from school for lack of immunizations.

UNEXCUSED ABSENCES

Ed Code No. 48205 defines "unexcused absences" in two categories, "Justifiable Unexcused Absence" and "Unjustifiable Unexcused Absence".

Justifiable Unexcused Absence

1. An appearance in court
2. The observance of a religious holiday or ceremony
3. Attendance at a funeral for other than an immediate family member

Unjustifiable Unexcused Absence

1. Family vacations or trips
2. Weather related road closures or car trouble
3. "Shadowing" at another school
4. Non-medical appointments
5. Illness of parent or other family member

When a student is absent for more than two consecutive days, parents may call the office or email the teacher by 10:00 a.m. to request homework assignments for that day. These are arranged at the discretion of the teacher, and, if available, can be picked up in the office at the end of the school day. It is best for students to either call a friend or check the teacher's website for assignments.

APPOINTMENTS

If a student arrives late because of an appointment, the student must sign in at the office. If a student must leave the campus for an appointment (doctor, dentist, etc.) during the school day, parents must go to the office to sign out the student. Someone in the office will call the classroom and have the child sent to the office. Students may not wait in front of the school where there is no supervision. Upon return, the student should also report to the office and sign in before returning to class. Parents should write a note to the office the day of the appointment or leave a message on voicemail before school so the staff members can be notified in advance.

Students who carry cell phones are not allowed to contact their parents regarding a pick up during the school day. For the safety and security of our students, it is critical that all families and students go through the school office to communicate appointments or early pickups.

TARDY

If your child arrives late to school, the student must report to the office to receive a tardy slip. It is important for students to arrive on time. When children are not punctual, it is disruptive for the child, the teacher, and the rest of the class. Excessive tardies will affect your child's citizenship grade and may adversely impact their academic record.

Students who are not with their class by the 8:25 a.m. bell will be marked tardy.

3. BICYCLES, SCOOTERS, ROLLER SKATES/BLADES

SAFETY

California State Law requires that bicyclists under the age of 18 must wear helmets. Helmets and safety pads are also required for scooters, roller skates and rollerblades.

GENERAL RULES

No one may bike ride on campus before school or until one half hour after school ends. Riding is restricted to the blacktop areas. Violations will be dealt with on a case-by-case basis.

The school is not responsible for theft or damage to bikes or scooters while on school property.

BICYCLES

Students below 4th grade are not allowed to ride their bikes to school unless accompanied by a parent/guardian. **All bikes must be locked securely in the bike racks.** Bikes may not be left in the racks overnight. Once students have

reached the crosswalk entering school grounds, they must dismount from the bike and walk it into the bike racks.

SKATEBOARDING AND OTHER FORMS OF TRANSPORTATION PROHIBITED

The Board shall not grant the use of facilities for: any use of the facilities that involves horseback riding, motorized vehicle riding, skateboarding, and/or long-boarding. Roller skating and bicycling are allowed in blacktop areas of the school campus on school 30 minutes after school is dismissed until sunset and on non-school days sunrise until sunset.*

Non-insured and non-licensed forms of motorized transportation are prohibited on campus at all times. Students may not operate or store motorized forms of transportation on campus at any time. This includes, but is not limited to, motorized bicycles, skateboards, hoverboards, scooters and segways.

WHEELS

Shoes with built-in wheels must have the wheels retracted. In addition, students are not allowed to ride on backpacks with wheels.

4. CHILD ABUSE REPORTING

Section 11166.5 of the California Penal Code requires that any child care custodian, medical practitioner, non-medical practitioner or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and a written report thereof within 36 hours of receiving the information concerning the incident.

Teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private schools are considered to be childcare custodians.

5. CLASS FUND FOR GRADES Transitional K-8

At the beginning of each school year, room parents for each classroom will present to parents a voluntary donation to be used for a class fund. The amount will vary depending on the class. The fees will cover class parties, auction gifts, teacher gifts and field trips. You will be notified of the amount requested by the PTA room parents during the first month of school. If you need assistance in

paying this fee, please notify the office staff. The PTA has a scholarship fund that can assist you. Requests are confidential.

6. COMMUNICATION

PARENT CONCERNS

Concerns raised by parents or guardians involving their child's classroom experience should be resolved as quickly as possible. The recommended order of events in addressing a concern are as follows:

1. Parents/guardians are urged to discuss their concerns directly with the teacher when the concern surfaces.
2. If the concerns are not resolved at this level, the parent/guardian should then discuss the matter with the Administration.
3. Please remember that if parents have general concerns regarding classroom activities or a school matter, a good source of information is the teacher or the room parent. Please don't hesitate to contact one of them.

WILDCAT WEEKLY

Announcements of all school-related messages from school groups and administration, special events, school news, and meetings are presented in the Wildcat Weekly. In the interest of conserving natural resources, the Wildcat Weekly is sent in email form to all families. If you wish to receive a paper copy of the Wildcat Weekly, please contact the office.

DEADLINE FOR PUBLICATION

Announcements must be submitted to the school office by noon on Wednesday in order to be in the following Monday's Wildcat Weekly. If you want to send an e-mail, the internet address is wildcatsweekly@woodsideschool.us

WOODSIDE WEBSITE

You will find that the vast majority of school/district related information can be found on our website, www.woodsideschool.us. PTA, Woodside Foundation, Board, community, budget and facilities information can all be found on the website.

TEACHER WEBPAGES

Each grade level has a webpage with links to individual teacher pages. These are updated each year by the end of September.

BINDER REMINDERS

Students in grades 3rd-8th are encouraged to use binder reminders that the school provides, though online assignment management is also encouraged. The

purpose of these systems is to maintain a record of daily assignments. Parents are expected to review the binder reminder or online management system on a daily basis so that they are aware of their child's assignments.

SCHOOL DIRECTORY

The school directory is compiled by the Woodside School Foundation and the PTA. You must sign a permission form in order to have your name and other information included or excluded from the directory. The directory is distributed electronically through Constella. Should you have any questions, please reach out to Christina Hengehold, PTA President.

SCHOOL HANDBOOK

This book serves as a guide to the policies, procedures, activities and resources available at Woodside School. It is compiled through the joint effort of parents, staff and administration. It is distributed to new families by the office and is meant to be a reference tool. It is available online at www.woodsideschool.us. Please refer to it before calling the office with a procedural question.

PARENT ABSENCES

When parents leave on vacation or business without their children, they should give the school a note indicating their date of absence and the name of the persons responsible for their children during their absence.

7. DAY CARE

WORKSHOP EDUCATION

Our students have the opportunity to attend the Workshop Education program for after school care. Workshop Enrichment offers daily enrichment opportunities from school dismissal until 6 p.m. There is no minimum time you need to use, and you have the option to be billed at the end of the month for the exact minutes of enrichment your child attends. Parents may change schedules as needed from day to day. To learn more and to register, visit www.workshopeducation.org

8. STUDENT BEHAVIORAL MANAGEMENT POLICY

In an effort to support the behavioral management developmental process for our students, WESD feels that it is important to have a clear procedure and expectations for addressing student behavior. Our goal in following the behavioral management and detention system is to create a safe and supportive environment that is conducive to learning for our entire student body. See the **Woodside School Student Expectations** section for more information.

9. DRESS CODE

See the **Woodside School Student Expectations** section for more information.

10. ELECTRONIC EQUIPMENT

See the **Woodside School Student Expectations** section for more information.

11. EMERGENCY PLANS

In case of a disaster such as a major earthquake or prolonged power outage, children will be supervised at the school site until a parent or emergency contact person picks up the child. Earthquake, fire, and intruder drills are held throughout the year, and the children are familiarized with all emergency procedures. First aid and emergency supplies are stored on campus in case of an emergency. See **APPENDIX D** for Earthquake Emergency Procedures.

EMERGENCY INFORMATION CHANGES AND ADDITIONS

Parents should stop by the office or send a note whenever there is a change in information regarding a Woodside student. Changes in home or work phone numbers, address, marital status or health information should be reported to the office as quickly as possible.

POWER OUTAGE PROCEDURES

Once school starts in the morning ***we will not close the school*** if there is a power outage. Students may go home during an outage or storm if their parents come for them, or contact us by phone to allow another adult to take them home. Students will not be allowed to leave campus by themselves or with a person on their emergency list unless we have heard personally from the parent. **ALL TK-8 STUDENTS MUST CHECK OUT IN THE OFFICE BEFORE LEAVING CAMPUS.**

If the administration declares that school will be closed for the day, we will contact parents directly through our emergency contact system.

12. FIELD TRIPS

PERMISSION SLIPS

Field trips are a regular part of our school year activities. A permission slip will be sent home prior to each outing. Please return the slip promptly. Your child will not be permitted to participate without the signed slip.

TRANSPORTATION

Charter bus transportation is provided for most field trips. The cost of the transportation is factored into the annual requested donation to cover class expenses for the year, including field trips. On occasion, parents may be asked to provide transportation for field trips that are nearby. Drivers must have a DRIVER LIABILITY FORM on file in the office. A driver must have a valid driver's license and proper insurance coverage. Each passenger must use a seat belt. Children under the age of 13 are not allowed to sit in the front seat if the car is equipped with a passenger side air bag. Children under 60 pounds or 6 years or younger must be in a booster seat.

SCHOLARSHIPS

Most field trip expenses are included in the class fund. However, some of the outings are more expensive and do require an additional fee. Scholarship funds are available via the PTA to help families who may need assistance. Please see the office staff if you wish to apply for partial or full scholarship. Inquiries will remain confidential.

13. FUNDRAISERS

Woodside School-approved fundraisers that directly benefit the school, families, the environment or children's health are scheduled throughout the year. Woodside School groups/individuals are encouraged to take into consideration the wide variety of opinions that exist in the school community in their selection of fundraisers, and parents are encouraged to discuss with their children their own family values related to giving. Questions about fundraising should be directed to the Superintendent.

STUDENT COUNCIL APPROVED CHARITABLE EVENTS

- Middle School Dances
- Talent Show
- Rise Against Hunger

PTA FUNDRAISER

The PTA raises money through the SCRIP program, PTA membership fees, and the school pictures. The PTA also pays for scholarships for families in need so all students can participate in field trips and other school events. The SCRIP program generates income for the PTA through purchases you make of everyday goods such as groceries, clothing and books from participating merchants. Information regarding the SCRIP program is included regularly in the Monday Bulletin. We hope every family will use scrip and support the PTA. For more information contact the PTA scrip committee members.

WOODSIDE SCHOOL FOUNDATION FUNDRAISERS

Fall Campaign: This is a direct mail fundraiser that raises about half the Foundation's annual income by direct donations from Woodside School parents and the Woodside community.

Grand Auction: This is a dinner-dance with silent and live auctions of items donated by Woodside parents and the local business community.

14. HEALTH/MEDICAL EMERGENCIES

COVID-19

Please use the following document to navigate Woodside's 2021-2022 school year as it relates to policies and procedures for handling Covid-19. Find the document [here](#).

IMMUNIZATIONS

All children entering school at the transitional kindergarten or kindergarten level must submit current immunization records and have a recent physical examination from their physician. The physical exam must be performed no earlier than 18 months before entering 1st grade (6 months before TK/Kindergarten).

ILLNESS OR INJURIES AT SCHOOL

The school office is equipped to handle all minor ailments and injuries. Parents will be notified and asked to come for the child if the student exhibits any of the following: temperature above normal, nausea or vomiting, severe headache, evidence of a communicable disease, lice, or complaints from the child feeling ill when the child was home the day before or felt ill before coming to school.

If a child has had fever, vomiting or diarrhea within the past 24 hours, do not send him or her to school. All Covid related symptoms - please refer to the Return To School document.

In the event of a medical emergency, the following procedure is followed:

- The office is notified.
- Parents are notified. If they are not available, the person listed as an emergency contact on the child's record is notified.
- If no emergency contact can be located and the child needs further emergency care, the child will be taken to your family doctor or hospital in the company of a school employee.
- The Woodside Fire Department paramedics will be called in the event of a major emergency.

EMERGENCY FORMS

It is important that you have a current, signed, emergency form on file in the office. If your phone number changes, emergency contact people change, or if any other vital information is no longer current, please notify the office immediately.

COMMUNICABLE DISEASES

Please report all communicable diseases to the office (strep. throat, “pink eye”, measles, chicken pox, etc.) Also, report any case of head lice as quickly as possible. Written notification will be sent home if a classmate comes down with a communicable disease. Students who have been exposed to a communicable disease will receive an “exposure notice” which explains the symptoms of the disease and the requirements to return to school.

MEDICATION POLICY:

Any pupil who is required to take, during the regular school day, medication or an inhaler prescribed for him by a physician, may be assisted by designated school personnel if the District receives (1) a written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician’s statement.

All medication must be in the original prescription container with the pharmacy label including the date dispensed, physician’s name, student’s name, medication and instructions for administering the medication. For non-prescription medication, the requirements are the same as for prescription medication. It is recommended that all medications be brought to the school by the parent or guardian. Whenever possible, the medication should be given at home before or after school, providing this meets with the physician’s approval.

The medication should be noted on the child’s emergency card and emergency form (which should be updated as needed). **All medications must be dispensed by the office and kept in the office.** A doctor’s prescription is also required for inhalers, including the right to carry the inhaler in the student’s backpack.

Over the counter medications may be given by office staff or teachers if there is a “Medical Form for School and Field Trips” on file in the office. This form must be completed and signed each year.

15. LOCKS AND LOCKERS

Students in 6th, 7th and 8th grades have access to lockers at the beginning of the school year.

16. LOST AND FOUND

Please be sure that all outer clothing, lunchboxes and backpacks are marked with your child's name. There is a lost and found collection area in the Middle School courtyard and one along the corridor that runs from the school office to the rear of the school, and all students are urged to check regularly for missing items. *These items are donated to charity weekly if unclaimed.* Although we will make an effort to return marked items to their owners, some items marked with names may end up in the lost and found and will be donated if unclaimed.

17. LUNCHES

Woodside School does not have a cafeteria. Students may bring their own bag lunches. **No glass, please.** Children who forget their lunch should go to the office to check to see if a lunch has been dropped off for them. If you bring lunch for your child, please bring it to the office *before* lunchtime. **IMPORTANT: Do not bring lunches to the classrooms.**

LUNCH PROGRAM

Hot lunch is provided by a hot lunch service Monday through Friday to students who have pre ordered them. You may go to our school website and click under the Parents tab, scroll down to the Lunch Program, and enroll your student. All questions should be directed to Liza Lazzari at llazzari@woodsideschool.us

MILK

Parents may pay yearly for milk. Milk is available to the kindergarteners at snack time and to students in grades 1st-8th at lunch.

SNACKS

Students need to bring their own snacks every day if they want a snack to eat during recess.

18. CAMPUS RESTRICTIONS

- Smoking is not permitted on campus at any time.
- **Dogs are forbidden on campus at all times.**

19. PARTY INVITATIONS

When your child invites some of his/her classmates to a private birthday or other party, please do not distribute the invitations at school unless the whole class is invited. Mailed invitations or telephone calls prevent hurt feelings for both children and parents.

20. SCHOOL PICTURES

Class and individual school pictures are taken in the fall and organized by the PTA. Information will be communicated through the classrooms and the Wildcat Weekly. Parents can order various packets. Please see the office staff if you need financial assistance to order the basic packet.

21. SCHOOL RULES

See the **Woodside Student Expectations** section for more information.

22. TELEPHONE

Students may use the telephone **in the school office** for emergencies only. **Cell phones may be used before or after school only**, and must be turned off and secured in the student's backpack or locker. Students caught using cell phones during school hours will need to hand their cell phone to the teacher or administrator until the end of the day.

Incoming calls disrupt the classroom. If you need to contact your child, please leave a message with the office staff or leave a voicemail for the teacher. Telephone calls for students will not be put through to the classroom unless there is an emergency. Emails to the teacher are the most effective way to inform the necessary people of changes to your child's schedule. Please limit emailing your child during the school day.

23. VOLUNTEERING

Woodside School needs volunteers in all areas, including the PTA, School Foundation, the garden, the library, and the classroom. Some tasks are ongoing; others take only a few hours. Please contact your room parent or the volunteer coordinator, whose names are listed in the directory.

Guidelines for classroom volunteers are explained in Board Policy #1050: Volunteer Assistance on the school website. See **APPENDIX F** Parent Volunteer Guidelines. All volunteers **MUST** check in at the office and wear a visitor ID badge when on campus.

24. Woodside School District Student Expectations

At Woodside School District, students are held to a standard of expectations that fosters equitable and inclusive experiences and supportive and safe learning environments. The following list of guidelines and norms are expectations that all Woodside stakeholders should abide by.

All stakeholders are expected to respect the members of Woodside Elementary School, to demonstrate integrity, and to embrace the values of our Social and Emotional Learning Program. With the support of adults on campus, students will practice self-awareness, social awareness, self-management, self-respect, responsible decision-making, and problem-solving, with the long-term goal of fostering student independence.

The establishment of classroom norms and procedures, in an effort to develop ways to reinforce the importance of safe learning and social environments, and to make clear the responses for students to learn, grow, and contribute in positive ways in their community occur at the start of every year. All members of the Woodside community are expected to adhere to the following responsibilities:

Student Responsibilities

General Classroom Expectations

- I will come to school prepared and ready to learn
- I will be on time to school and to my classes
- I will be attentive and practice active listening
- I will practice self-control
- I will be respectful of school property and the property of others
- I will complete and turn in my assignments on time
- I will always be respectful of all supportive adults in my academic journey

General Play Area Expectations

- I will walk in all hallways and classrooms
- I will respect supervising staff members by acknowledging and following directions given to me.
- I will respect others by refraining from using hands/feet to harm another person.
- I will display good sportsmanship and take responsibility for my actions in games and while using equipment. In addition, I will:
 - not hang from the soccer goals
 - go down the slide feet first and wait for my classmates to go all the way down the slide before I begin
 - not play tag or run around the play structure
 - not participate in any inappropriate or unsafe games (e.g. “butts-up,” piggyback, tackle football, rugby, etc.)

- Respect that the yard supervisors are there to support me and keep me safe and I will only be in areas where I can be easily supervised
- Being inclusive is something I will strive for everyday
- I will ask permission of the yard supervisor to walk to my classroom during recess or lunch
- I will use the restroom for what it is intended for, and I will report any misbehaviors to the yard supervisor immediately
- I will sit and eat my recess snack and lunch in designated, supervised eating areas and wait to be dismissed by a yard duty supervisor, and will clean up all trash on the table and on the ground in my eating area
- I will not bring glass containers to school

General School Expectations

- I will treat all members of Woodside School with respect at all times
- I will respect and protect school property, supplies, and the property of others
- I will use appropriate and respectful language at all times
- I will express my feelings respectfully and calmly to others and use “I” messages when appropriate
- Integrity is an important part of SEL skills and I will be honest and truthful at all times, both verbally and in my school work
 - I will not cheat on any assignment or test
 - I will not submit or present the work of someone else as my own (plagiarism) in whole or in part
 - Any instance of plagiarism will result in loss of credit
- I will not use my cell phone during school hours – *it will be turned off and out of sight*
- I will appreciate and respect the differences of others
- I will refrain from verbal or cyberbullying, intimidation or harassment of others
- I will use technology appropriately and follow the guidelines set forth by the school in the technology agreement
- I will not leave the school grounds during school hours without written permission and by checking out through the school office with an adult
- I will not bring any form of weapon (real or play) to school
- I will not bring personal items from home unless I have permission from the teacher – the school will not be responsible for any lost or stolen personal property
- I will respect all teachers, other instructional personnel, school staff, bus drivers, recess and lunch supervisors, parent volunteers, and students on campus
- I will not use any personal technology, including headphones or earbuds, cell phones, or personal gaming devices, during the school day

Parent/Caregiver Responsibilities

Parents and Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.

- Support the implemented school behavior plan
- Be familiar with, and review, the Student Expectation with your child
- Reinforce positive behavior and acknowledge child for demonstrating appropriate conduct
- If misconduct escalates, cooperate with the school as a collaborative partner to address student needs
- Send student prepared with materials and attire
- Provide a home environment that encourages respect for school and the learning process
- Provide adequate rest and nutrition
- Take corrective action when requested by educators *EDC 48911*.

Educator Responsibilities

Educators at Woodside School play a fundamental role in supportive positive classroom and school environments. The educators of Woodside School are responsible for *EDC 233.5. (a)*:

- Defining, teaching, reviewing, and modeling Woodside School's behavioral expectations
- Acknowledging and reinforcing appropriate student behavior
- Providing corrective feedback and re-teaching of behavioral skills when misconduct occurs
- Working with families in a partnership to reinforce appropriate behavior through any of the following: meetings, email, phone calls
- Teaching the school's social and emotional curriculum
- Following the behavioral support plan for students with individual support plans
- Utilizing data in collaboration with administration and support personnel to monitor misconduct
- Reporting the behavior to the school administrator
- Assuming responsibility for all students of the school, not just those in the individual classrooms
- In the event a student is placed in In-School Suspension, the teacher **MUST** provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning

Administrator Responsibilities

Each school administrator is a role model and leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

- Ensuring the Woodside School Behavior Expectations are taught, enforced, advocated, communicated, and modeled to students, parents, caregivers, staff, and the community
- Annually developing and implementing the behavioral support/management plan
- Ensuring that ongoing accurate data are inputted into the student database
- Utilizing methods for recording, collecting, and analyzing behavior information
- Providing necessary training and support for all stakeholders to maintain an environment conducive to learning
- Providing the implementation of Woodside’s social and emotional curriculum
- Implementing the consistent application of reasonable alternatives to consequences
- Collaborating and partnering with after-school programs and outside agencies when appropriate
- Assembling an ongoing collaborative team at school with appropriate stakeholders to address behaviors for all students. Including, or are not limited to:
 - Intensive behavioral support and strategies
 - Adapted curriculum instruction
 - Communication strategies
 - Community agency referrals

District Responsibilities

Creating a positive school culture, improving behavior and developing appropriate student discipline practices are top district priorities. All staff shall teach, enforce, advocate, communicate, and model Woodside School’s behavioral management/support plan. The District and/or Board of Trustees are responsible for:

- Ensuring alignment and ongoing training of all district teams, programs, policies, and initiatives with the school’s behavioral management/support system
- Regularly identifying, developing, maintaining, and coaching prevention and intervention activities
- Analyzing data, monitoring, and evaluating school practices in order to address situations where practices need strengthening
- Ensuring that all members of the administrative team are informed and modeling the school’s behavioral support model and are maintaining relationships with all stakeholders

Behavior Consequences

Woodside School strives to foster a learning atmosphere that is conducive to the educational well-being and the personal safety of all students and staff members. Behavior consequences are opportunities for students to learn from their experiences and grow in character. Behavior consequences may be issued to students by any adult on campus.

Progressive behavioral processes create the expectation that the degree of consequence will be in proportion to the severity of the behavior. The previous behavioral history of the student, and other relevant factors will be taken into account. Parents, teachers, students, and administration at Woodside School work collaboratively to correct the behavioral issue, in an effort to support the child in exercising responsibility and self-control.

Definitions

Please refer to the index at the end of the document for a full list of definitions

Dress Standards

Good grooming and proper dress are essential in establishing an appropriate, safe school environment for learning. Clothing should be clean, neat, and comfortable. The following are guidelines that should be observed:

- **Please wear closed-toe shoes. If your child brings open-toe shoes or shoes that can come off easily, please provide a pair of closed-toe shoes for when they go out to recess, lunch, and during P.E.**
- No wearing of caps, visors, or hoods in the classroom except for religious or medical purposes
- Refrain from any gang-affiliated or related clothing items
- All undergarments must be kept under regular clothing/*undergarments should not be visible.*
- Waistbands on pants should be high enough to allow student to bend over without exposing undergarments
- Students must wear shoes throughout the day. Athletic shoes, socks, and clothing are required for P.E.
- Attire promoting alcohol, drugs, inappropriate language, or sex is not permitted
- Shorts/skirts/skorts should be at least knuckle length with arms straight at your side.
- Clothing that reveals underwear or cleavage, bare chests, bare stomachs (midriffs), and bare backs, is not permitted
- P.E. clothes will be provided for students to borrow if their outfits do not meet dress standards

Digital Citizenship/ Network Etiquette

Woodside Elementary School promotes responsible use of technological resources provided by Woodside School District. There are clear expectations and etiquette which students are required to follow when using computers, network resources, and the internet at our school.

Students violating the technology agreement will receive consequences. The severity of the consequence depends on the severity of the violation.

See further information on the “Technology Use Policy” and “Chromebook Use Agreement” forms (see Appendix).

Cause for Suspension/ Expulsion

For K-8 students, the California Education Code has specific language defining the grounds for immediate removal. Please see section 48900 (Grounds for Removal; Legislative Intent) in the California Education Code for more information regarding suspension and section 48915 (Expulsion; particular circumstances) regarding expulsion.

Behavioral management strategies and responses:

- A verbal warning
- Sitting out during recess or lunch
- Student completing a reflective “Think Sheet”
- Student writing a note of apology to the other party
- Student writing a note or making a phone call to parents explaining their poor choice
- Student behavior contract
- A tier 1, 2, or 3, which would require the student to serve a lunchtime detention, or require the involvement of Woodside School’s administrative team for further involvement (see below)
- Student forfeiting all school privileges (field trip, assembly, dances, and extracurricular activities) for a period of time
- Student receiving a discipline notice, which may include a tier (see above), an in-school suspension, a suspension, or a notice of expulsion hearing as deemed appropriate by Woodside School’s administrative team

Below are some examples of the behaviors for which a student could receive a tier 1, 2, or 3:

<u>Tier 1 Behaviors (detention/communication home/removal from situation)</u>		
Bothering/Pestering	Teasing/Put-Downs	Not Following Directions
Mild Defiance	Cheating/Plagiarism	Pushing/Shoving

Taking Other's Property	Off-Task Behavior	Disrespect to Teacher
Exclusion of Classmates	Entering Classroom Loudly	Excessive
Talking	Gossip	Mild Profane Language
Other	Running	
<u>Tier 2: Repetitive Behaviors from Tier 1, or Significant or Intensive Behaviors (detention, communication home, removal from situation, possible suspension).</u>		
Abusive/Profane Language	Interference with Staff	Indecent Gesture
Class Cutting	Theft: Minor	Vandalism: Minor Forgery
Trespassing	Deliberate Misuse of Property	Technology Use Violation
Cheating/Plagiarism	Open Defiance	Intimidation
<u>Tier 3: Extreme and/or Harmful to Others (detention, communication home, removal from situation, possible suspension/expulsion).</u>		
Fighting	Theft: Major	Threat of Violence
Vandalism: Major	Harassment/Bullying	Cyberbullying

Index

Bullying

Bullying involves a real or perceived imbalance of power, with the more powerful child or group bothering those who are less powerful. Bullying may be *physical* (hitting, kicking, spitting, pushing), *verbal* (taunting, malicious teasing, name calling, threatening), or *psychological* (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation). **Bullying is absolutely not tolerated**, and any child experiencing it should report it immediately to their teacher or other staff members.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school *EDC 48900*.

Electronic Acts

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: (i) A message, text, sound, video, or image. (ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. California Compilation of School Discipline Laws and Regulations Page 102 (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (iii) (I) An act of cyber sexual bullying *EDC 48900*.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation. **Off-campus cyberbullying that causes, or is foreseeably likely to cause, a substantial disruption of school activities may result in district-sanctioned discipline.**

Discrimination

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on: *a student’s actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics* that is so severe and pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity.

Woodside School Student Expectations Agreement

Student: By signing this agreement, I concur that I understand and will adhere to the Woodside School Student Expectations for the classroom, playground, and overall school. I also understand that there may be consequences for my choices if I do not follow these expectations.

Parent/Guardian: By signing this agreement, I concur that I have discussed the Woodside School student expectations with my child and that I understand and agree with the expectations for student behavior.

25. Student Acceptable Use Policy: Technology



3195 Woodside Road Woodside, CA 94062
Office: 650.851.1571 Fax: 650.851.5577

Transitional Kindergarten - 2nd Grade Student Acceptable Use Policy: Technology

This document serves as means of promoting responsible use of technological resources provided by the Woodside School and Woodside School District. Here are the expectations for student use of computers, devices, network resources, and the Internet at our school. Parents, please review this with your child.

Access to the Internet allows connections to computer systems located all over the world. Neither the District nor any Woodside School District employee controls the content of the information found on the Internet. We have taken steps to reduce access to 'adult' sites; however, we cannot prevent access to all inappropriate content. Some of the information may be controversial and may even be offensive to some individuals. The use of school technology is **not private**. For the protection of children, the school will monitor student computer activities including but not limited to:

- Web activity
- Daily use of school district devices

TK-2nd Grade Student using technology in the Woodside School District will:

1. Agree that school technology is for class assignments and learning.
2. Agree that the use of technology is a privilege and inappropriate use may result in disciplinary action.

3. Agree to treat all technology equipment carefully and respectfully.
4. Agree to follow directions regarding all equipment (computers, printers, laptops, digital cameras, headphones, and microphones). Any intentional damage will result in disciplinary action and the loss of technology privileges.
5. Agree that under no circumstances will I allow any other individuals to use my account nor will I give anyone my password. System logins or accounts are to be used only by the authorized owner of the account. Users may not share or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
6. Agree to release the Woodside School District and all other organizations affiliated to the Woodside Information Network from any liability or damages that may result from the inappropriate use of Internet connectivity on our campus.
Furthermore, I will accept full responsibility and liability for the results of my actions with regards to use of the Internet at the Woodside School in this manner.

I understand and will follow the rules of this agreement. I understand that any violation of the above rules may result in disciplinary action, the loss of my Internet/network privileges, and/or appropriate legal action. I also agree to report any misuse of the information to my teacher.

I understand that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school district and district personnel against all claims, damages, and costs that may result from my/my child's use of district technology, or the failure of any technology protection measures used by the district.

Student Name (Print): _____

Student Signature: _____ Grade: _____

Parent's Name (Print): _____

Parent Signature: _____ Date: _____



3195 Woodside Road Woodside, CA 94062
Office: 650.851.1571 Fax: 650.851.5577

3rd – 5th Grade Student Acceptable Use Policy: Technology

This document serves as means of promoting responsible use of technological resources provided by the Woodside School District. Here are the expectations for student use of computers, devices, network resources, and the Internet at our school. Parents, please review this with your child.

Access to the Internet allows connections to computer systems located all over the world. Neither the District nor any Woodside School District employee controls the content of the information found on the Internet. We have taken steps to reduce access to ‘adult’ sites, however, we cannot prevent access to all inappropriate content. Some available information may be controversial and may even be offensive to some individuals.

The use of school technology is **not private**. For the protection of children, the school will monitor student computer activities including but not limited to:

- Web activity
- Emails
- Google Document postings
- Daily use of school district devices

Student using technology in the Woodside School District will:

1. Agree that school technology is for education, and that class assignments have first priority.
2. Agree that the use of the Internet as part of our students’ educational experience is a privilege that should be taken seriously. Any inappropriate use of this resource may result in the disciplinary action, loss of privileges, and/or legal action.
3. Agree not to participate in the transfer of inappropriate or illegal materials through the Woodside network
4. Agree never to modify any computer or device on the Woodside School Network from its original configuration without the permission of the Director of Technology or Network Administrator.
5. Agree never to delete, damage, move, change, or hack into files belonging to others. This includes file names.
6. Agree to follow procedures for using all equipment such as laptops, Chromebooks, digital cameras, headphones, and microphones. Any intentional damage will result in disciplinary action and the loss of technology privileges.
7. Agree not to participate in any chat rooms, text messaging, or use of personal email accounts, unless approved by a teacher for the purpose of gaining access to files or materials for use in school-related activities.
8. Agree that under no circumstances will I allow any other individuals to use my account or Chromebook nor will I give anyone my password. System logins or accounts are to be used only by the authorized owner of the account. Users may not share or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
9. The use of another student’s Chromebook is NOT permitted at any time. Teachers have loaner Chromebooks that can be used by students when needed, remember to always log out of these shared devices.
10. Agree to return the Chromebook you are using to any district staff member when requested.
11. Agree to release the Woodside School District from any liability or damages that may result from the inappropriate use of Internet connectivity on our campus. Furthermore, I will accept full responsibility and liability for the results of my actions with regards to use of the Internet at the Woodside School.
12. Agree that no use of the system shall serve to disrupt the operation of the system by others. System components including hardware or software shall not be destroyed, modified, or abused in any way.

13. Agree not to post any pictures taken of students during school hours on the Internet, either from school or home.
14. Agree not to use computers, Chromebooks, the Woodside network, or the Internet without an adult present in the room. Students are not permitted in the lab at any time without a staff member present.

Disciplinary Action

Students violating the above technology agreement will be disciplined. The severity of the discipline depends on the seriousness of the violation. The school administration will determine the specific discipline, including the communication with parents or guardians.

Disciplinary action is listed below. The specific action taken depends on the nature of the violation and any past violations.

- A verbal reprimand
- A written reprimand that is included in the student's records and sent to parents or guardians
- Suspension of computer and network use for a period of time:
 - Two weeks
 - One month
 - End of school year
 - Teachers will assign alternative activities during any period of suspension

Students will make restitution for intentional damage to equipment and network and for the costs incurred to replace equipment or correct the network status (for example, overtime charges to clear the network of a virus).

I understand and will follow the rules of this agreement. I understand that any violation of the above rules may result in disciplinary action, the loss of my Internet/network privileges, and/or appropriate legal action. I also agree to report any misuse of the information to my teacher.

I understand that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school district and district personnel against all claims, damages, and costs that may result from my/my child's use of district technology, or the failure of any technology protection measures used by the district.

Student Name (Print): _____

Student Signature: _____ Grade: _____

Parent's Name (Print): _____

Parent Signature: _____ Date: _____



6th – 8th Grade Student Acceptable Use Policy: Technology

This document serves as means of promoting responsible use of technological resources provided by the Woodside School District. Here are the expectations for student use of computers, devices, network resources, the Internet at our school and the use of school devices when off campus. Parents, please review this with your child.

Woodside Elementary School District (WESD) makes available to students access to the Internet via use of computers, Chromebooks, and tablets. Through the Internet students may interact with databases, web sites, web-based documents, and Email. Students might also publish online in the forms of shared documents, wiki, and blog contributions. Our goal in providing and maintaining the network tools needed to support these activities is to promote superior instructional value through sharing, collaboration, cooperation, innovation, and creativity.

Students are expected to use computers and all technology devices - tablets, Chromebooks, iPods, cameras, printers - and the Internet responsibly and for school related purposes only. While we recognize that network access is vital to a student's participation in school, violations of conditions of use may result in network access being taken away in whole or in part by the school administration. All other related student policies are applicable and other consequences including suspension or expulsion may follow. Middle School students should review the "Student Handbook."

Terms and Conditions

Signatures of a parent/guardian and student indicate that this agreement has been read and is understood. Any questions should be addressed to the school administration or the technology coordinator.

Computer/Chromebook use: Computer/Chromebook use means that a student uses the school network and the Internet in an appropriate manner, described in this agreement.

Privileges: School computer use is a privilege and is necessary to accomplish many of the 21st century learning goals. However, inappropriate use of the resources may lead to disciplinary action that includes the suspension or complete revocation of computer/Chromebook and/or Internet access.

Inappropriate material: Simply put, material not relevant to school-related activities. Some material is generally considered inappropriate, but may be viewed in class when approved by the teacher. In general, the following is considered inappropriate for general viewing:

- Explicit sexual content - images, videos, and text
- Building weapons, including explosives
- Hateful targeting of races, religions, ethnicity, sexual orientation, and personal behavior choices
- Video games
- Violence for entertainment

Network Etiquette

Be Respectful and Thoughtful

Be polite and courteous in messages sent to others. Only use appropriate language. Remember, what may be funny to you may be hurtful to someone else. Put yourself in another's position before clicking send. If you received the message or if you were the subject of the message, would you be upset? Inform a staff member if you receive any abusive Email or shared document or feel the target of any inappropriate online activity.

Email is a great tool to communicate with your teachers, administration, and classmates. However, Email should always relate to school activities. Use your personal Email, sent outside of school hours, to coordinate social activities and chat about personal issues.

Respect the privacy and security of your fellow students' files. Do not delete, alter, or copy files belonging to others. If you find a laptop, Chromebook, or computer connected to another's account, log out.

Do not take photos of other students or staff without first obtaining their permission. Never post pictures taken at school during school hours on social networks or share via Email.

Be Responsible

You are one of several hundred users of the school's network. We do everything possible to support your network and Internet needs. However, we need your cooperation. Limit your Internet activity to classroom work. Music streaming sites like Pandora should not be used: they slow the network down for everyone. Internet game sites should be accessed only as directed by a teacher. Do not download videos, pictures, or music without first obtaining teacher permission.

Some materials found on the Internet require the author's permission before you can download and/or reuse. Woodside lists several school-friendly sites on the Useful Links web page. Avoid having to access media twice: use these sites first whenever possible. You will be required to replace improperly used copyrighted material.

Use your login name/password only. Do not share your account information with other students and never log into the local network or a web-based program using someone else's credentials.

The use of another student's Chromebook is NOT permitted at any time. Teachers have loaner Chromebooks that can be used by students when needed, remember to always log out of these shared devices.

We have installed all the software/apps necessary for your classroom activities. We have also configured the Chromebooks and computers to operate efficiently in the Woodside network. Do not install any software, apps, or modify any settings. If you feel that a new software package is useful or a different setting on a device would be advantageous, ask the technology department for help. Never download software or change device or system settings on your own. You will be responsible for covering the cost of resetting the device to the school's configuration, including the cost of virus removal.

Be Careful

Assume that all Internet-based communication is open to the public. Never provide personal information in any web posting or service: your full name, picture, family information (names of parents, address, phone number, etc.) even if asked to so by a staff member. Do not post the same personal information of others.

The use of the district network and equipment is **not private** and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of district technology (some examples include but are not limited to Chromebooks, Google accounts, school services). To protect students the district will gather information from your online activity by monitoring web activity, emails, browsing history, screens, and Google documents. The district may also monitor your use of school devices at any time. Students will be warned if inappropriate information is found. See the consequences of warnings at the end of this AUP.

Woodside filters student Internet access. All Internet activity is logged in files that are reviewed on a periodic basis. The rules assigned to the filter are updated regularly from teacher, administration, and student requests. However, filters are not perfect and students need to be careful when searching for information and especially for images. It is your responsibility to report inappropriate sites to your teacher or to the administration.

Be Productive

Chromebooks allow us to be mobile at work and school, providing access to the Internet and local network material anytime/anywhere. When taking school laptops, Chromebooks, tablets, or cameras outside, take care to keep them clean and free of dents and scratches. You will be responsible for fixing damage caused by irresponsible use. *Teachers allow students to work on benches, under trees, and in quiet, but unsupervised rooms. Return their trust in you by staying on task, not purposely seeking inappropriate web sites, or accessing personal Email or social networking sites.*

We recognize that many students have computers, tablets, and software at home that complement the equipment we have at school. Sometimes, students may utilize personal equipment to accomplish an assignment. In some cases, it makes sense to use the equipment on campus. Personal computers, tablets, and phones must be registered with the technology department before using on campus. No cellular phone-based Internet connectivity is allowed; however, the technology department may provide a limited-use WIFI connection. Such connections are filtered as if they were made from school equipment.

Woodside School cannot be responsible for lost, damaged, or stolen equipment. Before bringing an expensive laptop, phone, or other device to school, think about how you will keep it safe and secure. Laptops carried in backpacks containing books, pens, pencils, snacks, etc., are likely to become dented, scratched, and even spilled on. Also, your backpack may be left in exposed and/or unsupervised areas while you are in class or at after school activities. Parents or guardians should discuss with their children these risks and security questions associated with taking devices to school.

Disciplinary Action

Students violating the above technology agreement will be disciplined. The severity of the discipline depends on the seriousness of the violation. The school administration will determine the specific discipline, including the communication with parents or guardians.

Disciplinary action is listed below. The specific action taken depends on the nature of the violation and any past violations.

- A verbal reprimand
- A written reprimand that is included in the student's records and sent to parents or guardians
- Suspension of computer and network use for a period of time:
 - o Two weeks
 - o One month
 - o End of school year
 - o Teachers will assign alternative activities during any period of suspension

Students will make restitution for intentional damage to equipment and network and for the costs incurred to replace equipment or correct the network status (for example, overtime charges to clear the network of a virus).

I understand and will follow the rules of this agreement. I understand that any violation of the above rules may result in disciplinary action, the loss of my Internet/network privileges, and/or appropriate legal action. I also agree to report any misuse of the information to my teacher. I understand that there is no expectation of privacy when using district technology. I agree to return the Chromebook I am using to any district staff member when requested.

I understand that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school district and district personnel against all claims, damages, and costs that may result from my/my child's use of district technology, or the failure of any technology protection measures used by the district.

Student Name (Print): _____

Student Signature: _____ Grade: _____

Parent's Name (Print): _____

Parent Signature: _____ Date: _____

26. Personal Electronic Device Policy

Woodside is dedicated to providing an enriching educational experience without disruption, and in this spirit does not allow the use of personal electronic devices during school hours while on campus. Personal electronic devices include but are not limited to non-school-issued iPads, tablets, laptops, smart phones, flip phones, connected smart watches, kindles, gaming and video streaming devices. In general, we strongly discourage students from bringing these and any other non-school issued electronic devices to campus in order to minimize use of these devices and because the district cannot be responsible for lost, stolen, or

damaged devices.

Overall, it is our policy that personal electronic devices are not permitted to be used on campus during school hours. If personal devices must be brought to school then they are required to be turned off or placed on mute, and packed away in backpacks, bags or lockers for the duration of the school day – from the moment students arrive on campus until the end of the school day. Smart (Apple, etc.) watches, if worn to school, must be configured as “simple watches” and placed in “silent-mode” at all times. As students are under the age of 18, they are not permitted to use or have a device that is connected to the school network.

If a student needs to communicate with a parent or guardian they may do so by going to the Main Office where phones are available. With express permission of a teacher or administrator a student may also call a parent using their personal electronic device but we request any such calls are made while physically in the Main Office.

Unpermitted use of personal electronic devices during school hours is subject to disciplinary action up to and including confiscation of the device. Exceptions to this policy in support of an extraordinary need to have a personal electronic device on campus will be granted on a case by case basis by school administrators. Please contact your principal with any such requests. We trust parents understand and are supportive of our desire to keep disruptive personal electronic devices out of the school environment.

27. Expectations for Using Chromebooks

ChromeBook Rules

For

Purpose: To help ensure that the Chromebooks will be taken care of and available for students to use for classroom assignments. Students will be assigned a Chromebook that will stay with them for 3 to 4 years. Students are responsible for the safety of their Chromebook at all times.

- Failure to follow any of these rules may result in the temporary loss of your Chromebook and alternative methods for completing assignments given.

School Rules:

You are responsible for keeping your Chromebook in working order. Following these rules will help you do so.

St. Initials	
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	1. Only use the Chromebook that was assigned to you and never one of your classmates or siblings.
	2. Liquids should never be near your Chromebook.
	3. Dropping Chromebooks almost always damages it in some way.
	4. Only your fingers should be placed between the lid and the keyboard.
	5. Be gentle with it.
	6. Never pile anything on top of the Chromebook.
	7. The Chromebook should only be used on tables or desks .
	8. Clean your Chromebook only with approved cleaning materials.
	9. You may put a removable skin on your Chromebook. No stickers or writing .
	10. Color printing is for final drafts only. No reprints.
	11. Agree to return the Chromebook to the district when requested.
	12. When not in use, Middle School Chromebooks should be hung on the hooks provided.
	13. Only Chromebooks should go in the case.
	14. Middle School: Chromebooks should be charged at home each night, not at school.

ChromeBook Rules

Definitions and Examples
Keep for Your Records

Purpose: To help ensure students know how to care for Chromebooks so they are available for students to use for classroom assignments. Students will be assigned a Chromebook that will stay with them from year to year. Students are responsible for the safety of their Chromebook at all times.

- Failure to follow any of these rules may result in the temporary loss of your Chromebook and alternative methods for completing assignments given.

School Rules:

You are responsible for keeping your Chromebook in working order. Following these rules will help you do so.

1. Only use the Chromebook that was assigned to you and never one of your classmates.

The district will provide you with a temporary Chromebook if your Chromebook stops working.

Do not use or move another person's chromebook

- because your battery is dead
- when your Chromebook is not working
- to help another student finish their work
- when their Chromebook is in the way

2. Liquids should never be near your Chromebook.

If someone has a bottle at your table, ask your neighbor to remove the bottle, notify your teacher, move, or put your Chromebook away. Liquid damage, will not be considered accidental.

Chromebooks should never be exposed to the rain. If it is raining do not take your device out of the classroom unless it is in its case.

3. Dropping of Chromebooks.

It is your responsibility to make sure your device is held securely and/or located in a place where it won't fall or be knocked to the ground.

When carrying it,

- only carry **it** and make a second trip for anything else you need, i.e. books, papers, other materials, etc.
- hold it securely with two hands.
- walk at all times.
- use caution when rounding corners.

4. Only your fingers should be placed between the lid and the keyboard.

Closing the lid with **anything** in between the screen and keyboard most likely will destroy the screen at a cost of approximately \$350.

5. Be gentle with it.

Slamming it closed or dropping it on a desk will lead to damage, which may not show up until sometime later.

6. Never pile anything on top of the Chromebook.

Make two trips if necessary

7. The Chromebook should only be used on tables or desks.

They should never be placed on the floor, ground, or grass even when being used.

8. Clean your Chromebook only with approved cleaning materials.

Talk to your teacher about scheduling a cleaning day.

9. You may put a removable skin on your Chromebook.

You can purchase these online and bring them to school. If you need help, we will schedule days when you can put your skin on your Chromebook. However, **no stickers** or **any other marks** are to be put on your Chromebook without written permission from the technology department.

10. Print only one copy.

If the printer is not working, printing a second copy will not produce a print out.

Color copies are only to be made when printing a final draft, no reprints.

Unfortunately, you may not reprint if you find a mistake after you print your paper. Not following this rule may result in the loss of your color copy privileges.

Ensure you're in fact printing to the correct printer before printing.

11. Agree to return the Chromebook to the district when requested.

Chromebooks must be returned when asked by any member of the Woodside Elementary School District staff.

12. When not in use, Chromebooks should be hung on hooks provided.

Hooks are provided both in the classroom and outside. Chromebooks should never be left on the ground and may be confiscated when found on the ground.

13. Nothing is to be kept in your Chromebook case.

Items such as pencils/pens, chargers, phones, etc. have caused damage to Chromebooks screens when stored in the carrying case. Chromebooks will be confiscated for at least one full day when cases are found with any items other than the Chromebook.

14. Classrooms

Your teacher may post additional rules and procedures

Students: I have read and understand this Agreement and the Woodside Chromebook Rules

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent Name (Please print): _____

Parent Signature: _____ Date: _____

ACADEMICS

1. CURRICULUM

Woodside School takes pride in its academic excellence. Woodside School has been recognized as a California Distinguished School for its outstanding performance on the statewide California Assessment Program. Teachers selected to teach at Woodside School are well prepared and appropriately credentialed. For a detailed curriculum description, please see our web site at www.woodsideschool.us.

2. ART

Woodside School has one full-time art teacher along with the necessary materials to provide a Transitional Kindergarten-8th grade art program. The focus of the program is the study of art history, the appreciation of art, and the production of art as a statement of its study. The art teacher works closely with classroom teachers to integrate art throughout the curriculum.

3. FOREIGN LANGUAGE

Spanish and Mandarin are taught to all 5th grade students, and Middle School students can select which of the two languages they would like to study. The program's goal is to have students advance to the second or third year of that particular language upon entrance to High School.

4. EARLY LITERACY

Teachers are trained to better help all children achieve high levels of literacy in these formative years. Reading Specialists serve as peer coaches, supporting the K-5 grade teachers in the classroom.

The Reading Recovery program, which focuses on first graders at risk of falling behind in reading or writing, is one part of Early Literacy. All incoming first graders are tested, and if found to be “placed at risk”, take part in an individualized program, meeting with a Reading Specialist each day. Children stay in the program until reading is at or above the average for students in their classroom.

A second component of Early Literacy is small group instruction in grades K-3.

5. MATH - Woodside School's math program is designated to challenge students' problem solving and critical thinking skills. Math concepts are reinforced through the use of manipulatives. With the use of California Common Core State Standards, Board-adopted curricular programs and SVMI, all students engage in mathematical practices that prepare them to be 21st Century learners. In sixth-eighth grade Common Core math, Algebra, and Integrated Algebra/Geometry are offered.

6. MUSIC

I. GENERAL/CHORAL MUSIC - All Transitional Kindergarten-4 grade students study general music education (music theory, music history, music element, aesthetics, and performance skills), and 3rd grade students participate and perform in May Day celebrations. Students in 2nd-8th grades can join the choir that performs regularly throughout the year.

II. INSTRUMENTAL MUSIC - All 4th grade students learn how to use a Soprano recorder, all 5th-6th grade students learn a band instrument, 7th grade students who choose music learn guitar, and 8th grade students who choose music focus on percussion. 7th and 8th grade students can also take band and jazz band electives.

7. PHYSICAL EDUCATION - Physical Education is an integral part of the overall educational experience in all grades. The physical education program provides many varied experiences to challenge students and allow them to reach their full potential. The goals are for the students to increase their positive self-concept, attain fitness, develop movement coordination skill, and be physically active. Participation in the physical education program at Woodside School will help students to be well-rounded individuals and encourage them to be physically active for life.

I. PE EXCLUSION POLICY - Participation is required in physical education. If a student is unable to participate in PE for any reason, an exclusion policy dictates alternate activities. (See Board Policy #6140: Physical Education on the school website and **APPENDIX C** - Physical Education Exclusion Policy.)

8. TECHNOLOGY

The goals of the technology program are:

- To improve academic achievement of all students and to provide meaningful opportunities to teach technology skills necessary for the Information Age of the 21st century.

- To use technology and networking for collaborative activities that develop exciting new curriculum.
- To work with teachers integrating multimedia into all aspects of the curriculum.

Emphasis is on the access of information, for linking teachers, students and parents to students, businesses, universities and research centers worldwide.

ACADEMIC ASSESSMENT

1. REPORT CARDS/PROGRESS REPORTS K-8

Report cards for all students are sent home three times each year: November, March and June. Report cards represent the student's performance over the previous twelve-week period.

In addition, progress reports are available online at the mid-point of each trimester for students in grades 6th-8th.

2. PARENT CONFERENCES

Teacher/parent conferences are scheduled twice during the school year or by arrangement. In the fall, conferences are held during four minimum days. Middle School teachers will be available to meet with parents in the evening on at least one of those days.

Conferences (as needed) are also held in the spring. These are held during two minimum days.

Additional conferences can be scheduled during the year at the request of the teacher or the parent.

3. HOMEWORK POLICY

Homework is an integral part of the educational program in the Woodside School District.

(See **APPENDIX A** – “Homework Guidelines”).

Homework that is not turned in may affect both a student's academic and citizenship grades.

4. ACADEMIC HONESTY POLICY

See the **Woodside School Student Expectations**

5. ACADEMIC TESTING

Students in grades 3rd-8th take the state mandated achievement tests each spring. Individual results are shared with the parents in the fall of the following school year.

SUPPORT SERVICES

1. ADVISORY PROGRAM

(See Middle School Curriculum)

2. FAMILY SITUATIONS

Please notify the teacher or office of any unusual circumstances occurring within your family that may affect your child. It is helpful to know, for example, if there is a death in the family, or an acute illness of a family member so that the staff can support your child in dealing with the circumstances. Your confidentiality will be preserved in these matters.

3. LIBRARY

The Rosekrans Library, housed in a beautiful 120-year-old schoolhouse, is a blend of the best of the old and the new. Students browse the shelves finding wonderful old and new fiction and picture books or search the collection on a computer database.

A credentialed librarian coordinates resources and lessons with the teachers to help students gain research and study skills.

Classes come in for stories, book talks, research, and book check out time. Students may also come in independently with the teacher's permission.

Contact the librarian if you are interested in volunteering in the library.

4. NURSE

The nurse is responsible for screening and identifying health problems and for hearing and vision screening. While the nurse is at Woodside School two days per week, she is usually available by phone for consultations as the need arises.

5. PTA PARENT EDUCATION

The PTA offers educational programs, which provide a forum for discussing common parental concerns such as education, growth development, behavior and interaction of children. The programs include guest speakers, workshops and multimedia material and are held on selected evenings throughout the school year. Specific topics and timing will be announced in the Wildcats Weekly.

6. SPECIAL EDUCATION

Woodside School provides a full continuum of special education services if a student meets the eligibility criteria mandated by the State of California. These services are individually designed and based on the student's unique learning needs. Woodside School provides specially designed instruction for preschoolers who have intensive language/learning needs and students in grades TK-8 who have mild to intensive language /learning needs. The special education staff works closely with parents and the Woodside School Student Study Team to identify and refer students for a special education assessment.

Woodside School Special Education staff is composed of a Student Services Director, Special Educators (Resource Specialists and Special Day class Teacher), Speech and language Specialist, and School Psychologist. Additional service providers can be contracted as individual student needs arise.

SCHOOL ORGANIZATIONS

1. District English Language Advisory Committee (DELAC), and Woodside Inclusion and Diversity Council (WIDC).

DELAC is a legally required function with the primary purpose of overseeing the ELD program, including assessment administration and analysis. DELAC is a committee formed by staff, board members and parents of English learners. They meet several times a year to review the English Learner academic program. DELAC reviews the current program, seeks feedback from students, staff and parents about our English Learner program and makes adjustments to programs and future goals.

Woodside Inclusion and Diversity Council is formed by parents, board members, teachers, and administrators. WIDC's mission is to sustain a commitment to being a diverse and inclusive community and believes the inclusion of people of diverse race, ethnicity, national origin, culture, religion, gender, sexual orientation, learning style, physical ability, family structure, and socioeconomic background enriches our academic programs and the experience of students, educators, staff, and families. While preparing and educating our young people for roles as citizens and leaders in a highly diverse world, we will cultivate

understanding and strengthen relationships, appreciating the benefits and rising to the challenge of integrating diversity in all aspects of our school community.

2. SITE COUNCIL

The Site Council is a group mandated by the State, consisting of equal numbers of parents and staff including the principal and teachers, whose purpose is to assist the School Board in developing school goals, to annually review the school plan, review the implementation of the School Improvement Plan, disseminate information regarding the School District to the general community, and recommend changes and additions to curriculum development.

Among the tasks that the Site Council performs is the administration of an annual parent survey, the results of which help in forming the school goals. Membership to the Site Council is open in the fall of every year to parents and staff members.

3. SAFETY COMMITTEE

See **Appendix D** – “Earthquake Emergency Procedures” Safety will be a subcommittee under the purview of the School Site Council.

4. PTA

PTA meetings, where the planning for PTA activities and events takes place, are held the first Wednesday of each month at 8:30 A.M. and all are welcome to attend. There is a membership fee that goes toward supporting PTA sponsored activities.

In addition, several PTA Room Parent Forums are scheduled throughout the year. The forums provide an opportunity for parents to exchange ideas with each other and the school administration. Check the school bulletin for meeting dates.

The PTA sponsors a variety of events as well as providing financial and volunteer support for activities promoted by other school organizations. PTA functions include: the back-to-school coffee, back-to-school barbecue, parent education programs, after school mini-workshops, May Day parade and carnival, school photographs, holiday gift of giving, school directory, school handbook, class funds, field trips, and scholarships.

The PTA sells t-shirts, sweatshirts, and other items with the school logo. These items can be purchased in the school office and at a variety of PTA sponsored events.

5. ROOM PARENTS

The function of a room parent is to coordinate parent participation in the classroom and promote school hospitality. Some of their duties include organizing volunteers in the classroom, planning field trips, facilitating classroom celebrations, and special projects. Each class usually has two room parents. Their names are listed in the school directory. Please feel free to call them should you need information on any class or school wide activity.

6. SCHOOL BOARD

The Woodside School Board of Trustees is made up of five members elected by voters in the Woodside School District. The Board elects its own officers. The Board is responsible for overseeing the entire educational program, including the budget.

Meetings are usually held once a month on Tuesdays at 3:30 p.m. in the Wildcats room. Board meetings, except for closed sessions, are open to the public. Agendas and minutes are posted on the school website at www.woodside.k12.ca.us.

7. STUDENT COUNCIL

Student Council Members are elected by the student body and are supervised by an administrator.

Student Council teaches self-government and leadership through participation in parliamentary procedures and the election process. The Student Council has supported many organizations in need.

Student Council hosts various fundraisers throughout the year, and is always looking for new ways to enhance school spirit.

The students contribute to the community by participating in a variety of activities, including the May Day celebration and many charitable activities.

School events sponsored by the Student Council include school dances, field day, and school spirit dress-up days.

8. WOODSIDE SCHOOL FOUNDATION

The Woodside School Foundation is a tax exempt, non-profit charitable organization. The mission of the WSF is to provide a dependable flow of funds to supplement the budget at Woodside School. The aim is to ensure continued excellence in academic, social and cultural programs at school.

The Foundation raises this financial support from the parents and the wider community. The money raised by the Foundation's Fall Campaign, Grand

Auction, and directed gift programs provide funds for the library, classroom music, band, Spanish, physical education, technology, counseling, art, reading discovery, and class size reduction.

The Foundation Board is made up of 18-21 parents/community members and meets once a month, generally the third Thursday at 7:30 P.M. The meetings are open to the public.

STUDENT AND OTHER ACTIVITIES

1. AFTER SCHOOL SPORTS

The Woodside School District offers a comprehensive after school sports program. This fee-based program was established to provide a variety of athletic opportunities for district students. It is administered by school-appointed Athletic Directors. The major goal of the program is to develop sportsmanship, knowledge of sports and athletic skills. In the past, approximately 80% of the students have participated in this extensive program. Sports included in the program are:

Flag Football	6 th -8 th
Volleyball	4 th -8 th
Basketball	1 st -8 th
Track & Field	4 th -8 th

For more information, please reach out to Athletics Director, Kathy Jones or Jen Adolph.

2. BACK TO SCHOOL NIGHT

Back to School night is held in early September for parents only. Parents report to their child's class either in person or virtually (the school will communicate this) where the teacher will explain the grade level curriculum, standards and activities for the year.

3. COMMUNITY ACTIVITIES

Although not officially sponsored by the school, activities such as soccer, Alpine/West Menlo Little League baseball, Boys and Girls Scouts and other clubs are available to Woodside students. Notices are sent home in the Monday Bulletin and information on these after school programs is available in the school office.

4. DANCES

The fall dance is open to the 7th & 8th grades, with the 6th grade attending in the winter and spring. These are planned and sponsored by the Student Council. Dances are chaperoned by school staff members and parents and are open to currently registered Woodside students. Pre-registered middle school age guests may attend with the permission of the Administration.

5. HALLOWEEN

Halloween is a festive event for Woodside School. In grades K-3, costume parties are planned for the classrooms. Teachers usually send home information regarding their individual celebration. K-3 students parade through the school showing off their costumes to the children in the upper grades and staff members. Siblings and parents are invited to attend the parade. Grades 4-8 plan their own classroom celebrations for the day. The Great Pumpkin contest takes place each year. Students enter their carved pumpkins in various categories, and the pumpkins are judged. All classes visit the display during the school day.

6. MAY DAY PARADE AND CARNIVAL

Each year on the first Saturday in May, the entire town participates in the May Day Parade, which is sponsored by the PTA. A parade theme is chosen and the children are encouraged to dress in costume accordingly. Following the parade there is a traditional May Pole Dance performed by the third grade. An all school/community carnival with lunch, field games, class booths and entertainment make this a not-to-be missed day for students and families alike.

7. MUSIC CONCERTS

The music department presents several programs during the year. There are winter and spring concerts involving recorders, strings, band, jazz band and chorus.

8. OPERETTA

One of the most enjoyable Woodside traditions is the annual Eighth Grade Operetta. Each spring, the operetta stars the entire eighth grade. Each year's new musical production is a lovely farewell from the eighth grade to the entire school. The proceeds help pay for the various eighth grade activities as well as provide a special class gift for the school.

9. STEAM/SCIENCE FAIRS

Science fairs are open to grades K-8, when offered. A number of 6th-8th grade students are entered in the San Mateo County Science Fair. Winners will then go on to the San Francisco Regional Science Fair.

10. YEARBOOK

The yearbook features pictures of students from all grades as well as staff pictures, candid photos, a special 8th grade section, sports and student activity photos. The yearbook, which serves as a fond remembrance for students and staff, is published at the end of the school year and is for sale through the school office.

PARENT RESPONSIBILITIES

Educating children is a complex and difficult task requiring a partnership between home, school, and child. As parents, you can help the school do its job by:

1. Providing a quiet place and a regular time for homework to be completed by your child.
2. Notifying the teacher of any difficulty.
3. Helping your child not to get “over scheduled”.
4. Supporting the school’s efforts to maintain a high level of positive conduct.
5. Making certain your child has sufficient sleep.
6. Encouraging independence, self-reliance, and responsibility in your child.
7. Planning vacation times and appointments that do not conflict with the school calendar or class time.
8. Modeling reading time by providing daily family reading time.
9. Limiting and monitoring television during school days.
10. Discussing concerns with your child’s teacher immediately in order to head off problems.
11. Knowing and following Woodside School policies and procedures.

Transitional Kindergarten – 5th Grade Curriculum Guide

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DEVELOPMENT LEVELS

Ages 5-7, Primary Grades K-2

Physical Development

- Grows more slowly than in infancy
- Loses first teeth and replaces them with permanent teeth
- Susceptible to many colds, earaches when first starting school
- May not know how to keep hands and feet to self; is learning to resist impulses
- Takes care of most bathroom needs, but forgets if distracted

Intellectual Development – Pre-operational stage (generally ages 2-7)

- Uses mental symbols (can use numbers to mean certain amounts)
- Plays symbolically (e.g., can act out a role)
- Uses words to communicate meaning
- Thinks egocentrically (primarily self-oriented)
- Deals with only one aspect of a situation at a time
- Memories become organized and continuous during this time
- Thinking tends to be in images rather than words
- Sees academic and social mastery as part of self-image

Social Development

- Enjoys being with other children, but may still prefer to be with parents
- Enjoys acting silly, pointing out the unusual in a situation
- May have a same sex best friend
- Changes friends frequently

- Becomes conscious of sex roles; can be rigid about these

Psychological/Emotional Development

- Enjoys cuddling with adults
- Identifies most emotions, but can't always put own emotions into words
- Cries easily; may cry every day, but can be soothed easily, too
- Feels strong conflict; wants independence yet needs support
- Sees problems from own perspective only; more objective with other situations
- Enjoys order and routine

Moral/Ethical Development

- “Moral realism” – believes that rules are absolute, timeless, and universal
- “Immanent justice” – believes that misdeeds cause their own punishment
- Extends authority beyond parents, may say the teacher is the ultimate authority
- Can see cause and effect in social situations
- Sees right or wrong according to rules or the effect of behavior on others

DEVELOPMENT LEVELS

Ages 8-11, Grades 3-5

Physical Development

- Growth is slow
- Agile, well-coordinated
- Health is generally good

Intellectual Development

- Concrete operations stage (generally ages 7-11)
- Solves problems by manipulating objects (e.g., uses counters in math)
- Can reason logically about concrete objects
- Recognizes that objects can be the same size even if changed in looks
- Reasons about the relationship between objects
- Can put things in some size order (e.g., biggest to smallest)
- Can reason about the whole and parts simultaneously
- Can sustain effort on a task over a period of days
- Is aware of how other students are doing in school

Social Development

- Prefers same sex friends; may avoid opposite sex
- Loyal to friends; may tease others (outsiders, younger siblings)
- Likes to be part of a group
- Will test limits; tries to become independent from the family sphere
- Is aware/self-conscious about how others differ from a “norm”

- Has a matured response to competition

Psychological/Emotional Development

- Curious; willing to try new games and activities
- More varied interests than at other ages
- Enjoys adventures and adventure stories
- Can be a good worker; values independent accomplishments
- Generally stable and self-assured
- May still cry easily, but may be embarrassed by it
- Likes to have some alone time, but with an adult to check in with periodically

Moral/Ethical/Development

- Can take on responsibilities (e.g., pets/allowance)
- Can predict how someone will feel if you do certain things
- Can conceptualize far reaching moral implications of social acts

TRANSITIONAL KINDERGARTEN **CURRICULUM SUMMARY**

English Language Arts

TK uses a balanced literacy program that meets the needs of each individual student. Our comprehensive literacy program includes: beginning foundations of Writer's Workshop, small group instruction, listening and speaking skills, read alouds, word study and vocabulary development, shared reading and shared writing. Students will begin by learning letters, sounds and many sight words. For many, reading success will begin with a thorough development of oral language, phonemic awareness, letter recognition, phonics and blending skills. Fluency in reading is not an expectation in Transitional kindergarten. However, if a child is developmentally ready to read, our flexible literacy program will foster growth for all levels of reading. Transitional kindergarteners will be introduced to "Living the Life of the Writer," by Lucy Calkins, which lays the foundation for Writer's Workshop. Students will continue to develop their own writing craft as they move on to kindergarten the following year.

Mathematics

We incorporate three different levels of mathematical understanding: 1) Conceptual level; children use objects to explore math relationships 2) Connecting level; children connect objects to symbols and 3) Symbolic level; children write symbols to form an equation. The Math Program uses games and small or whole group activities to teach these strategies. These activities use manipulatives for understanding number and numeration, operations and computation, data and chance, measurement, geometry and patterns. Students will learn from activities by Kathy Richardson in Developing Number Concepts. These lessons offer hands-on, developmentally appropriate explorations of number sense, pattern and the concepts of more and less.

Science

Biological, physical and earth sciences are addressed through group exploration, observation and experimentation. The discovery units included in our Science Program are Oceans, Plants, Weather, Insects and,Life Cycles, Health and Nutrition, and 5 Senses. In addition, we have adopted Life Lab Science from UC Santa Cruz. This program is an innovative approach to science teaching a comprehensive program of Life, Earth, and Physical science where learning is centered within the context of our school garden. Over the course of the year, our garden will be our “Living Laboratory,” which will become a dynamic, year-round lab, where children can observe, explore, use real-life situations to solve problems, and apply the skills and concepts of science.

Social-Emotional Learning (SEL)

SEL is a program that helps children develop the fundamental skills for life effectiveness. SEL teaches the skills students need to “know yourself, choose yourself, and give yourself”. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. These skills allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Students will acquire a variety of capabilities that will be directly relevant to their success in managing the classroom environment of kindergarten and the primary grades.

Choice Time

Choice Time allows children to make their own choices, create, pretend, communicate, solve problems and enjoy interactive play with their peers. Children make a plan of what they want to do, such as dramatic play, play dough, art, writing, drawing, water table, bubbles, painting, legos, blocks, building, music and dancing, board games, puzzles, etc. The children are responsible for their own chosen activity including clean-up.

Specialists

Physical Education: Our P.E. teacher, Kathy Jones, instructs the Transitional kindergarten students twice a week for thirty minutes. Students will learn and practice small and large motor skills. Please see the P.E. handout for more details.

Music: Our Music teacher, Kara D'Ambrosio, instructs the students twice a week for thirty minutes. The music program culminates with a Transitional kindergarten performance in the spring. Please see the music handout for more details.

Art: Bev Iverson, the Woodside Art instructor, will teach each class once a week for thirty minutes. Students will learn about shapes, colors, shading, clay and different forms of art. They will be guided through artist's studies and art appreciation throughout the course of the year that will tie into an Author study from our school library.

Library: Transitional kindergarten will visit the library once a week for thirty minutes with our librarian, Sharon LaCrosse. The librarian will read a story to the children and they will be able to choose one book to check out each week.

Design Lab: Design thinking is a framework to explore problem solving. Our interest is in using design-thinking strategies to solve real-world problems in both the school setting and in the extended local and global community. Some of these projects will be made in the lab and others will be outside or in the garden. TK students will mostly focus on skill-builders with a variety of materials and creating their own inventions.

KINDERGARTEN CURRICULUM SUMMARY

English Language Arts

Literacy

We have a balanced literacy program that meets the needs of each individual student. We use the Reader's and Writer's Workshop program along with many other supplemental program components. Our program is built on a solid foundation of research in best teaching practices. Our comprehensive literacy program includes: Guided Reading, Reader's Workshop, Writer's Workshop, Small Group Instruction, Read Aloud, Word Study, Shared Reading/Writing and Interactive Writing. Students will begin by learning letters, sounds and sight words. For many, reading success will begin with a thorough development of oral language, phonemic awareness, letter recognition, phonics and blending skills. During literacy time the teacher will be working with a small group doing guided reading instruction or teaching a phonics-based lesson. Fluency in reading is not

an expectation in kindergarten. However, if a child is developmentally ready to read, our flexible literacy program will foster growth for all levels of reading.

Writer's Workshop

A designated time where the children create their own writing. A goal in kindergarten is to have the children look at themselves as writers. Writer's Workshop helps us accomplish this goal. The writing starts with a whole group mini-lesson then continues with individual writing time and ends with sharing time. Children choose their own topic and create their own story. Author's chair allows each child to share their writing. Toward the end of the year we will publish a narrative, procedural, and persuasive book written by each child.

Reader's Workshop

A designated time devoted to looking, learning, exploring and reading various texts within children's literature. Each month students will be guided through different units of study. Readers Workshop starts with a whole group mini-lesson that has one specific focus for the readers to learn and implement into their own reading practices. Children then are set off to implement the new strategy in their own exploring and reading practices. Reader's Workshop allows teachers to differentiate our reading curriculum and allows children to build a foundation of good reading habits.

Mathematics

Our K-5 math program, ***EnVision***, integrates the Common Core State Standards and the eight Standards for Mathematical Practice. Envision Math Common Core helps students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. Each lesson includes daily, data-driven differentiated instruction with extended classroom time devoted to hands-on practice and reflection. Through small and whole group activities we will teach sixteen topics. The curriculum topics cover in-depth focus on five domains. These domains include:

1. *Counting and Cardinality*
2. *Operations and Algebraic Thinking*
3. *Number and Operations in Base Ten*
4. *Measurement and Data*
5. *Geometry*

Using the Silicon Valley Mathematics Initiative (SVMI), students will also engage in *Number Talks*, *MARS tasks* and *Problem of the Month*.

Science

Biological, physical and earth sciences are addressed through group exploration, observation and experimentation. They are integrated with other subject areas such as the four seasons and the five senses. Units included in our ***Foss Science***

Program are aligned with the Next Generation Science Standards and focus on trees, weather, animals, and materials in motion. Science in kindergarten also includes cooking. The children have a chance to measure, stir, cook and use their senses with many different culinary treats. In addition, we have adopted Life Lab Science from UC Santa Cruz. This program is an innovative approach to science teaching- a comprehensive program of Life, Earth, and Physical science where learning is centered within the context of our school garden. Over the course of the year, our garden will be our “Living Laboratory,” which will become a dynamic, year-round lab, where children can observe, explore, use real-life situations to solve problems, and apply the skills and concepts of science.

Social Studies

Our History-Social Science curriculum is created by TCI. It has an interactive student text, technology features and engaging activities. Over the course of the year we will teach the following units: Getting Along, Symbols, Work, Where We Are, Calendars, and Times Past. Students will get to learn about our community and environment through enriching, educational field trips to Woodside’s Fire Station and Huddart Park.

Social Emotional Learning (SEL)

Our Social and Emotional Learning program is created by Janice Toben and is based on three major components: “Give Yourself,” “Know Yourself,” and “Choose Yourself.” In SEL students will learn about his/her inner lives and his/her feelings/thoughts/actions. Students will learn about getting along with others such as being a good friend, solving conflicts, the power of our words, and understanding our emotions. SEL helps students become good communicators, cooperative members of a team, effective leaders, and caring, concerned members of their communities.

Choice Time

Choice Time allows children to make their own choices, create, pretend, communicate, solve problems and enjoy interactive play with their peers. Children make a plan of what they want to do, such as dramatic play, play dough, art, writing, drawing, water table, sand table, bubbles, painting, Legos, blocks, rainbow streamers, music and dancing, board games, puzzles, etc. The children are responsible for their own chosen activity including clean-up.

Specialists

Physical Education: Our P.E. teacher, Kathy Jones, instructs the kindergarten students twice a week for a total of sixty minutes. Students will learn and practice small and large motor skills. Please see the P.E. handout for more details.

Music: Our Music teacher, Kara D'Ambrosio, instructs the students twice a week for a total of sixty minutes. The music program culminates with a kindergarten performance in the spring. Please see the music handout for more details.

Art: Bev Iverson, the Woodside Art instructor, will teach each class once a week for thirty minutes. Students will learn about shapes, colors, shading, clay and different forms of art. They will be guided through artists studies, art history and art appreciation throughout the course of the year.

Library: Kindergarten will visit the library once a week for thirty minutes with our librarian, Sharon LaCrosse. Mrs. Lacrosse will teach the children library etiquette as well as supporting the classroom teachers in providing books for our Reader's and Writer's Workshops. The librarian will read a story to the children and they will be able to choose ONE book to check out each week. Books must be returned by the following week in order to check out a new book.

Technology: Kindergarten students will have access to iPads that will be implemented into the classroom. Students will explore educational websites such as Starfall.com (literacy) and education software such as IXL (math) and Lexia (literacy).

Design Thinking: Design Thinking draws on the methods from engineering and design and combines them with ideas from the arts and tools from the social sciences. In Kindergarten, students will develop a process for producing creative solutions to even the most complex challenges they tackle. Design Thinking requires collaboration across disciplines and will be integrated into core subjects using creativity and imagination to innovate new designs.

FIRST GRADE CURRICULUM SUMMARY

English Language Arts

Reading

In first grade, students learn to read and to think and talk like a reader. We use read alouds, shared reading experiences, small group instruction (guided reading practice) and individual instruction to target reading strategies that range from sounding out words to responding to literature.

During Reader's Workshop, students have independent reading time to practice a multitude of reading skills. Students are taught to select a variety of books at their reading and interest level, and to build reading stamina. They practice reading strategies that focus on meaning, context and visual cues. Students also work on

identifying characters, setting, and plot, make predictions and ask questions, gather information from books, and retell stories in sequence and in detail.

First grade has the support of reading specialist Suzanne Drysdale, who provides both Reading Discovery and Small Group Reading instruction for qualifying children.

Writing

Writer's Workshop provides the students with a daily opportunity to express themselves in their writing and illustrations. Students self-select their topic based on the current unit of study. Units of study include personal narratives, informational, procedural writing, response to literature, and persuasive writing. Students are taught story structure and writing style through mini-lessons and student/teacher conferences. Students also spend time learning about the mechanics of writing, specifically capitalization, punctuation, spacing between words and sentences, and legibility.

In first grade, students review all upper case letters and practice all lower case letters. We emphasize attention to letter formation, as well as correct pencil grip.

Word Study

In first grade, students learn phonemic awareness and pre-spelling skills in order to lay a strong foundation for spelling. Our spelling program, created by Irene Fountas and Gay Su Pinnell, consists of studying high frequency words and common word families.

Mathematics

Math is based on the Common Core State Standards. Students will learn to:

- Represent and Solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations
- Extend the counting sequence to 120
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Measure lengths indirectly and by iterating lengths units
- Tell and write time
- Represent and interpret data
- Reason with shapes and their attributes

We regularly use a math journal, manipulatives (e.g. ten frames, linking cubes, number grids, dominoes, number lines), play math games, visit math websites,

and ask real life math questions, to show the children the variety of ways in which to use, practice and enjoy math.

Science

The First Grade bases our scientific explorations and investigations on the *FOSS* science first grade units of study which are aligned with the Next Generation Science Standards:

- Physical Science – Sound & Light
- Earth Science – Air & Weather
- Life Science – Plants & Animals

Students learn how to record their observations using both words and pictures and to collect data using graphs and journals.

We extend our learning with time in the school garden as well as field trips to Hiller Aviation Museum, San Francisco Zoo, and CuriOydessey.

Social Studies

The First Grade uses the TCI Social Studies pilot program *My School, My Family* to learn about citizenship and community. We incorporate holidays, cultural customs and traditions, and our own Woodside and classroom community in our learning.

Units covered include:

- Rights & Responsibilities of Citizenship
- Mapping
- Symbols, Icons, & Traditions of the United States
- Everyday Life in the Past and Present
- Varying Cultures of American Citizens
- Basic Economic Concepts of Money, Trade, & Work

Technology

First graders use computers and ipads to explore the Woodside School website and other educational websites and programs. Students are expected to gain a basic understanding of applications, and basic computer skills and vocabulary. Computer skills developed are later transferred to more independent computer time on computers and ipads to supplement math, reading, and writing instruction.

Social and Emotional Learning (SEL)

In first grade, we incorporate SEL throughout the academic day, to build class community and to maintain a nurturing learning environment for all. The three tenants we follow are: *Know Yourself, Choose Yourself, Give Yourself*. We review

the use of I Statements, create opportunities for students to check in with themselves and their emotions, teach the children about personal boundaries, practice strategies to help calm us when we are feeling “escalated”, and begin to reflect on ourselves as a learner and member of a larger learning community.

SECOND GRADE CURRICULUM SUMMARY

English Language Arts

Reading

Students will understand the basic features of reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent, oral, and silent reading. Our balanced reading program consists of a variety of reading experiences for the students. Students will learn to read, understand, and respond to a variety of significant works of children’s literature.

Through Reader’s Workshop, children will learn to self-select appropriate books from a wide range of materials to read at school or at home. They are encouraged to read material at a Just Right reading level to increase fluency and build comprehension. During mini-lessons, the children will be exposed to a variety of genres that support the content used in class (literature and informational). Students will respond to literature through retelling and summary skills. They will learn a variety of comprehension strategies, such as generating and responding to text dependent questions, making predictions, and comparing information from several sources. Students will also distinguish between the structural features of the text and the literary terms or elements, for example, theme, plot, setting, and character.

During Guided Reading we will work with a small group of children who are reading at similar reading levels (levels determined using Fountas & Pinnell assessment). Leveled books are introduced to aid in the building of reading skills for each student. The children will be involved in a variety of literacy centers. We use this time to focus on grammar, sentence structure, fluency and comprehension.

Word Work

Phonics instruction is part of our weekly routine. We follow Units of Study in Phonics from Teachers College Reading and Writing Project. The goal of the program is to give children the tools to understand phonics so that the knowledge transfers to reading and writing. The program is designed to meet the needs of all learners through multi-modality learning and differentiated instruction. Students’ progress will be monitored throughout the year with program assessments.

Writing

During the year we engage in a wide variety of writing experiences through Writer’s Workshop. We explore different genres of writing: narrative, procedural, nonfiction and persuasive. Students will learn how to write clear, coherent sentences and paragraphs that develop a central idea. They will progress through the stages of the writing process (prewriting, drafting, revising, and editing).

Mathematics

Grade 2 Common Core State Standards

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

In order to align our teaching with the Common Core Standards, EngageNY will be used as our core mathematics program and SVMII will be helping with this transition. In addition, we will continue with MARS tasks, POM (Problem of the Month), and Math Talks.

Social Studies

We use the TCI Social Studies pilot program, *My Community* to learn about ourselves, others, and the world we live in. We will learn about producers, distributors, and consumers and how they contribute and affect our community. We will study people who have made a difference in our lives, heroes, and leaders. We explore our families and ancestors – who they were, where they came from, how they have influenced us, and what we can learn from them. The goal of the social studies curriculum is to increase students’ awareness and appreciation of various cultures, ethnicities, and traditions.

“Then and Now” Units:

1. Long ago and Yesterday
2. Map Skills
3. Our Government
4. Producers and Consumers
5. People in History

Science

We encourage hands-on activities that lead to concept development. The science curriculum is based on the California State Framework and the Full Option Science System (FOSS), science kits developed at Lawrence Hall of Science. Our units of study this year will include:

- Insects (FOSS)
- Pebbles, Sand, and Silt (FOSS)
- Brassica Seed Investigation (FOSS)
- Solids and Liquids (FOSS)
- Wetland habitats
- Creek and Garden

THIRD GRADE CURRICULUM SUMMARY

English Language Arts

The English language arts umbrella encompasses five key areas: reading, writing, listening and speaking as well as language. These foundational skills are essential components for later academic, social, and economic success.

Reading

Our reading program reflects a robust approach to literacy that includes whole class, small group, and individual instruction. A balance of fine children’s literature and a variety of informational texts is used to further develop reading skills and to promote a high level of comprehension. In this comprehensive, literacy rich environment, we present students with texts and tasks that are interesting and enjoyable. Students will interpret and analyze reading materials and demonstrate their understanding through discussion and written response. Through the reading workshop, students will develop a sense of independence

with self-selecting “just right” books. Higher-level thinking skills are emphasized through inference, prediction, sequencing, analyzing, and drawing conclusions.

Writing

Reading selections will expose young readers to various genres as well as the writing styles of particular authors. Through instruction, modeling, and daily practice, students will learn to craft clear and coherent pieces of varying lengths. Young writers will focus on expository, persuasive, and narrative writing across all content areas. Additionally, students will understand the process of researching a topic through consulting multiple sources, note taking, organizing, drafting, editing, revising, and publishing.

Listening and Speaking

Speaking and listening skills have never been more important. The ability to express ideas clearly is an essential part of all facets of life. Likewise, the skill of being a thoughtful, engaged listener is a critical component of literacy. Fostering a group of confident speakers and thoughtful listeners remains an important third grade objective. Throughout the school year there are many opportunities for both formal and informal presentations and academic discussions.

Language

Students will be expected to demonstrate knowledge of language and its conventions in reading, writing, listening, and speaking. This will include the ability to determine the meaning of unknown words or multiple meaning words. Grammar and spelling instruction will focus on conventions and spelling patterns pertaining to our units of study. Students will build word families from roots and apply affixes to expand vocabulary and word usage. Beyond memorization, a deeper understanding of word building is emphasized.

Mathematics

All students need a high-quality mathematics program designed to prepare them to choose from among a full range of career paths. Over the course of the year we want the students to learn to value mathematics, become confident in their abilities, develop into problem solvers, understand how to communicate about mathematics, and learn to reason mathematically. Additionally, we will deepen student understanding of mathematical content by constructing arguments that support their conclusions. In order to help the students achieve these goals we provide many hands-on activities, we help every child discover the importance and relevance of math and math skills in their everyday lives, and we diversify each learning experience to the needs of each individual student. To compete successfully in the worldwide economy and to participate fully as informed citizens, today’s students must have a high degree of comprehension in mathematics.

Social Studies

Using the TCI Social Studies pilot program, *California's Communities*, students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society. Again we approach the subject matter, through hands-on activities, reading, and discussion.

Additionally, we subscribe to an age appropriate weekly newspaper for third graders that focuses on relevant, current issues that pertain to students' lives.

Science

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The third grade program is a hands-on, laboratory science program that is multi-sensory in design. Students are engaged to use all senses when making scientific observations. Most experiments rely on cooperative grouping where they take on the responsibilities and management associated with hands-on science. The evidence that the children progress through recognizable stages of cognitive development guide all activities.

In addition to the state mandated program, we are fortunate to offer the Young Astronauts Program through Stanford University. These instructors, Stanford graduate students, have developed a curriculum especially for our third graders that promotes the love and study of space.

Our primary areas of emphasis will include in-depth investigations and readings on motion and matter, water and climate, and structures of life.

Social Emotional Learning

Know Yourself, Choose Yourself, Give Yourself are the three main ideas that our behavior system revolves around. Social Emotional Learning (S.E.L.) will be explored through activities, talks, and literature that focus on: interpersonal skills, self-management, social awareness, responsibility and personal decision making skills.

Students will receive year-long guidance in adopting and using a growth mindset to build stamina and perseverance toward approaching challenging academic, social, and personal situations.

FOURTH GRADE CURRICULUM SUMMARY

English Language Arts

Reading

The Fourth Grade Reading program follows the Units of Study for Teaching Reading from Columbia University. Students read a variety of literature from across all genres and learn transferable reading skills that they can apply to any book.

Word Analysis, Fluency, and Systematic Vocabulary Development

Students learn grade level vocabulary and learn to apply that vocabulary accurately. Students study the etymology of words and use the Greek and Latin roots of words to expand their understanding. Students study the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Literary Response

Students read and respond to a wide variety of significant works of children's literature. These responses may be in conversation with peers or adults, in quick writing, or in longer literary essays. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve*, illustrate the quality and complexity of the materials to be read by students. Students are also required to attain research and write their own summaries from non-fiction sources.

Writing

The Fourth Grade writing program uses Units of Study for Teaching Writing from Columbia University. Students write clear, coherent paragraphs and essays that develop a central idea. They focus on the structure of writing so that each piece

enhances their ideas. Their writing shows that they consider the audience and purpose. Students progress through the stages of the writing process using the Writer's Workshop model; they show how the writer is gathering and collecting ideas, select a piece to magnify the moment in great detail, and publish a piece to present to an audience. Students are also given numerous literary sources or "mentor texts" to study the style of writing. These texts are significant in the development of the student's progress towards becoming a writer.

Writing Applications

Students write compositions that describe and explain familiar objects, events, and experiences. Students learn to use literature and research to enhance their ideas. Student writing demonstrates a command of Standard English.

Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. These presentations cover a range of topics and are rehearsed in class and at home. Student speaking demonstrates a command of Standard English.

Mathematics

The Woodside K-5 Mathematics program uses Jo Boaler Mindset Mathematics, *Pearson EnVision Math*, *SVM Content such as MARS Tasks and Problems of the Month*, and other sources that align to the Common Core Standards.

By the end of grade four, the expectations for students are as follows: to critique the reasoning of others, model with mathematics, look for and express regularity in repeated reasoning, attend to precision, use appropriate tools strategically, look for and make use of structure, and reason abstractly and quantitatively.

Students should be able to demonstrate understanding place value large numbers and the relationships between the places. They focus on addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and

sentences. Students understand perimeter and area. Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. Students make predictions for simple probability situations. Students use mathematical reasoning to approach problems, find solutions, and generalize to other solutions.

Science

The Woodside K-5 NGSS Science program uses the *Foss Hands on Program* in conjunction with the Fossweb.com interactive website. The three units of study include: Energy, Environments and Landforms

In Investigation and Experimentation, scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Social Studies

The Fourth Grade uses the TCI Social Studies pilot program, *California's Promise*. Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood. Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s. Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Technology

The students demonstrate basic keyboarding skills and familiarity with online research. The students should be able to type 15 words per minute. Students create online presentations and learn how to read and focus on text online. The students will quote or paraphrase information sources, citing them appropriately.

SEL

Know yourself, Choose yourself, Give yourself: students become very much aware of all three choices. Throughout the year these choices will be embedded in the curriculum and opened up for discussion when needed to resolve a

problem. Through skits, role play, and mentor texts there will be constant reminders of these three expectations.

Fourth graders will be involved in a weekly SEL lesson with their homeroom class where the teacher will model, guide, coach and foster a positive learning/social school environment.

Design & Skillbuilding

Various projects throughout the year in the lab. Skillbuilding is provided to all students throughout the year.

FIFTH GRADE CURRICULUM SUMMARY

English Language Arts

Reading

The fifth grade curriculum is a blend of Reader's Workshop, Junior Great Books, Book Clubs, TIME for Kids, and core literature selections. Students work with literature genres to build comprehension, reading fluency, and response to literature skills. Reading for information is an important emphasis in the fifth grade standards. Students read personal selections of many genres: realistic fiction, historical fiction, biography, nonfiction, and traditional literature, which are read in both whole group and small group settings.

Writing

Fifth graders are involved in Writer's Workshop and have experience with several writing genres, including opinion, narrative, and informational. Students review the conventions of writing, including grammar, sentence structure, paragraphing, capitalization, spelling and punctuation. Students gain experience in expository writing in the content areas. Report writing includes research skills, planning, note taking, citing text and internet sources, and structural development.

Listening and Speaking

Fifth graders develop public speaking skills through debates, oral reports, class activities, and book talks. SEL community building activities also encourage the development of these skills.

Vocabulary and Spelling

Students work on content area vocabulary in their reading, social studies, math, and science classes. Students also review spelling rules, homonyms, proofreading strategies, and lists of words based on word roots. Correct grade-level spelling is expected across the curriculum and evaluated through student writing.

Mathematics

The fifth grade curriculum continues and extends the content strands of grades K-4. There is an emphasis on problem solving through MARS and Problem of the Month. Computational skills are enhanced through multiple strategies for mental math. Geometry and Pre-Algebra skills are developed throughout the year. Using a variety of resources, we will focus on the fifth grade content standards.

- Number Sense
- Algebra and Function
- Measurement and Geometry
- Statistics, Data Analysis, and Probability
- Mathematical Reasoning

Science

Using the Stemsopes Program, a Next Generation Science Standards aligned curriculum, students through hands-on experiments and investigations will develop their understanding in life, earth, and physical sciences.

- Matter
- Changes to Matter
- Properties of Matter
- Mixtures
- Matter and Energy in Plants
- Food Webs
- Ecosystems
- Matter Cycles
- Energy Transfer
- Earth's Systems Interactions
- Water Sources
- Reducing Human Footprint
- Gravity
- Earth's Rotation
- Observing the Stars
- Objects in the Sky

Social Studies

Using the History Alive program, along with other supplemental resources, fifth grade social studies begins the foundation for the understanding of American history. Students will be involved in simulations, group and individual projects, songs, literature, and "Walk Through the Revolution" activities.

- U.S Geography
- Native American Cultures
- Early Exploration
- Colonial Period
- Causes of the Revolution
- The American Revolution
- The Constitution

- Western Expansion

Technology

Fifth grade students use technology across the curriculum. They work with advanced word processing skills and use the Google platform to store and share (docs, slides, spreadsheets, etc.).

ART CURRICULUM SUMMARY

Transitional Kindergarten – Fifth Grade

Philosophy

Art education provides opportunities for creativity, self-expression, and communication. It gives students the chance to explore, describe, analyze and interpret visual materials, and make connections to other subject areas including themselves. Art has been the foundation of world cultures since the beginning of time. To understand art is to understand our humanity.

Our sequential skills based program focuses on the appreciation and production of art, and the study of art history. In addition, classroom teachers are involved in integrating art throughout the curriculum.

Overall Description

The California Standards for the Visual Arts are used as a guideline for planning, implementing, and evaluating instruction, curriculum, student understanding and performance.

Standard 1 – Artistic Perception – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Standard 2 – Creative Expression – Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Standard 3 – Historical and Cultural Context – Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Standard 4 – Aesthetic Valuing – Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art (line, texture, value, space, color), the principles of design (repetition, balance, emphasis, contrast, unity) and aesthetic qualities.

Standard 5 – Connections, Relationships, Applications – Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Things to know:

Students attend art class weekly. Art lessons are connected to grade level curriculum whenever possible.

Themes will be based on artists, art movements, different cultures, materials, aesthetics, current museum exhibits, perception, and subject (self, nature, toys, landscape, etc). Students will express themselves with painting, drawing, printmaking, collage, sculpture, and more.

Rules in the art room: Be Respectful, Be Responsible, Be Safe, Do Your Best, Have Fun!

Student artwork is kept in the art room so that it can be shown in our community. At the end of the school year, students bring home a portfolio of their work.

LIBRARY CURRICULUM SUMMARY

The Woodside School Community has always considered the library and library services to be a vital part of our K-8 school. With a collection of over 16,000 volumes, ten networked computers, an online catalog and a credentialed librarian, we are committed to preparing our students for the 21st century.

Our mission is to provide students, staff, and families free access to a wide variety of literature and information resources. Through collaborative instruction, the librarian and the classroom teachers will ensure the students become effective users of information, competent and eager readers, and lifelong learners.

The librarian will follow *School Library Standards for California Public Schools* adopted by the California Board of Education to indicate at which grade level specific skills should be introduced, reinforced, and mastered.

Organization of Standards:

- 1) Students access information
- 2) Students evaluate information
- 3) Students use information
- 4) Students integrate information literacy skills into all areas of learning

The Big6 research process model will be incorporated into lessons and projects that are research based and address the information seeking standards. Using this model the students will learn to first define the task and determine the best sources to use. They will practice how to locate and access the sources they need, and how to navigate through sources using guide words, indexes, and other means to find the specific information needed within those sources. They will learn how to extract, synthesize and organize the relevant information and then present the material using their own words in a variety of formats.

Promoting appreciation for literature is a core element of the library program and one that is embraced by our highly literate and active parent community. Appreciation for literature is promoted in many contexts such as: reading aloud on regular basis; offering ongoing reading challenges; encouraging students to participate in the Accelerated Reader program; offering author presentations; providing opportunities for students to experience a variety of literary genres, themes and viewpoints; introducing children to a variety of new, classic and award-winning literature through book talks; providing an engaging summer reading program; participating in programs like California Young Reader Medal contest, Read Across America, National Poetry Month, and National Turn Off Your Television Week; hosting an annual Book Fair; and establishing and maintaining a close relationship with the local book stores and the Woodside Public Children's Librarian.

MUSIC EDUCATION - CURRICULUM SUMMARY

Philosophy of Music Education

The Woodside School Music Department philosophy of music education is centered on the idea that music helps to foster a well-rounded and whole person – an individual who is intellectual, social, and emotional. While students participate in music they have the rare opportunity to be simultaneously engaged in math, science, language, and art. Music engages the whole brain and engages the whole person.

Students in a music class learn responsibility, teamwork, and leadership. They are responsible for their instruments and learning their music. They must be cooperative members of a team in order to create an audible art. They must sometimes be role models for less motivated students who have not carried out their own responsibilities. They begin understanding the role they each play as individuals who form a cohesive whole.

Participation in music allows students to cultivate themselves aesthetically and emotionally. They can be educated critics, having constructive opinions about music. They can be imaginative, having a soundtrack to a movie in their minds. They can be emotionally moved, feeling excited one minute and sad the next. Most importantly, students can do these things without ever being wrong. Our

hope for your children is that music is a joyful and fun experience in which the students learn a positive way to communicate and express themselves.

Music - TK Grade

Singing and play rhythm instruments will be used as our as our primary vehicle for beginning our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining musical skills, such as singing in-tune and keeping the beat, that is appropriate for their knowledge base. Students will have opportunities to explore their creative musicianship on rhythm instruments. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting.

Music - Kindergarten Grade

Singing and play rhythm instruments will be used as our as our primary vehicle for beginning our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. We will focus on beat/rhythm and singing in-tune. Students will begin to improvise and compose music of their own. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and overcoming performance anxiety.

Music - 1st Grade

Singing and play rhythm instruments will be used as our as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. We will build upon their beat/rhythm and in-tune singing skills. Students will begin to improvise and compose music of their own. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting. There

is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and over-coming performance anxiety.

Music - 2nd Grade

Singing and play rhythm instruments will be used as our as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multi-cultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. We will explore more complex rhythms and expand our vocal repertoire. Students will begin to improvise and compose music of their own. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and overcoming performance anxiety.

Music - 3rd Grade

Using the harmonica and pitched/unpitched percussion instruments as our primary vehicle for continuing our musical journey, students will play and sing a variety of songs in various keys, time signatures, and genres (including folk music, multicultural and classical styles) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. Students will begin to improvise and compose music of their own. The third graders will explore musical dramas (ie Peter and the Wolf) and how music helps tell stories and folk dances from around the world to prepare for May Day. Students will continue to sing and explore rhythm instruments. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and overcoming performance anxiety.

Music - 4th Grade

Students will begin their 4th grade year doing a mini-musical or musical revue with Dr. D'Ambrosio that will allow them to practice their musical skills as well as participate in theatre. When the musical is complete, the students will continue learning music through the use the recorder with Dr D'Ambrosio and Ukulele with Ms. Dameron as the primary vehicle for continuing our musical journey. Students will play and sing a variety of songs in various keys, time signatures,

and genres (including folk music, classical, and jazz) with a purpose of gaining accuracy in reading and understanding music that is appropriate for their knowledge base. Students will begin to improvise and compose music of their own. Students will be asked to talk about music using musical vocabulary. They will continue to learn about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. All students will explore cross-curricula ideas including literacy, history, drama, art, and dance. Self-expression (speaking, playing, and moving) and life skills such as teamwork, respect, and responsibility will be emphasized during each class meeting. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and over-coming performance anxiety.

2nd- 4th Choir (Woodside Whistlers)

In an ensemble setting, students will practice the specific techniques relevant to singing. Time will be spent on posture and position, listening for the accurate pitches, and good tone. They will do this while learning music from a varied repertoire – classical style, folk songs and multicultural. Students will expand their knowledge and comprehension of music and improve on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them. Teamwork, respect and responsibility are key personal characteristics for success in music while having fun and spreading the joy of music to others. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and overcoming performance anxiety.

Music 5th Grade

In 5th grade students have the wonderful opportunity to learn a band or instrument while furthering their music skills. 5th grade students will meet in two groups – woodwinds and brass. During the class meetings students will learn to play an instrument with correct posture and (physical) technique. They will practice music with accurate pitch and rhythm. They will continue to develop their musical vocabulary – understanding both the written and symbolic language and being able to demonstrate with accuracy. Students will be asked to respond to musical (aural) cues in an ensemble setting as well as respond to non-verbal cues of the conductor. The music that students will be exposed to will represent various time periods and cultures including (but not limited to) folk music, classical, and jazz. Students will be asked to listen to, discuss, and form opinions on this music. They will gain understanding about how music is a part of the world around them including how it has evolved from the past and will continue to change in the future. Life skills that will be focused on include responsibility and respect for their instrument and each other, discipline in practicing and rehearsing, and perseverance during a challenge.

5th-8th Choir (Chamber Singers)

In an ensemble setting, students will practice the specific techniques relevant to singing. Time will be spent on posture and position, listening for the accurate pitches, and good tone. They will do this while learning music from a varied repertoire – classical and romantic styles, folk songs, multi-cultural, and popular music. Students will expand their knowledge and comprehension of music and improve on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them. Teamwork, respect and responsibility are key personal characteristics for success in music while having fun and spreading the joy of music to others. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and overcoming performance anxiety.

5th GRADE EXPLORATORY WORLD LANGUAGES

The 5th Grade Exploratory World Language curriculum provides students with an introduction to Mandarin, Spanish, and elements of culture from countries that speak these languages. They are designed to be a fun and engaging environment where students can learn the basics of Chinese and Spanish, as well as develop a deeper understanding of the philosophies of learning a second language. In Mandarin, students will learn Pin Yin, the Chinese phonetic system for pronunciation. In both classes, students will explore topics such as greetings, numbers, personal information and colors. Students will develop listening, speaking, reading and writing skills in Mandarin and Spanish, with an emphasis on oral communication. Throughout the trimester, students are also expected to develop an understanding of the culture by participating in creative activities and holiday celebrations. This program is designed to elicit interest in the language, which will inspire future study.

PHYSICAL EDUCATION - CURRICULUM SUMMARY **Transitional Kindergarten – Fourth Grade**

Overview

According to the Surgeon General, regular physical activity is one of the most important ways to maintain and improve one's physical health, mental health, and overall well-being. A student who participates in physical education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical

activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle.

Please see Appendix C, the Physical Education Exclusion Policy, if your child is unable to participate in physical education.

At Woodside Elementary we use the Physical Education Model Content Standards for California Public Schools to help guide instruction. In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

The five overarching model content standards for elementary and middle school students are as follows:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Mission

The mission of Physical Education at Woodside School is to provide students with the skills, knowledge, and attitudes needed to lead physically active and healthy lives today and in the future.

Vision

The vision for Physical Education at Woodside School is for all children to develop a passion for movement and a healthy lifestyle that they will take with them into the future.

Highlights

Skills are introduced in Kindergarten and continue to build upon each other throughout the grades.

Some areas to be emphasized throughout the year are:

- ***Movement Concepts***: moving to open space, moving at different speeds, levels, and directions.
- ***Body Management***: balance and tumbling.
- ***Locomotor Movement***: hop, jump, gallop, skip, slide, jump rope.
- ***Manipulative Skills***: Throwing, catching, kicking, striking, dribbling, and volleying.
- ***Rhythmic Skills***: Perform rhythmic sequences related to simple dances.
- ***Aerobic Capacity***: participate for increasing amounts of time in moderate to vigorous physical activities.
- ***Muscular Strength/Endurance***: abdominal curl-ups, modified (or regular) push-ups, upper body work on the playground.
- ***Flexibility***: safe stretches.
- ***Self-Responsibility***: participate willingly, respond to winning and losing with dignity and respect.
- ***Social Interaction***: Sharing, cooperation, encouragement, respect individual differences.

LITERACY PROGRAM CURRICULUM SUMMARY

Here at Woodside, we are fortunate to have extraordinary classroom teachers committed to literacy success and highly trained specialists to support them. We have a structure in place that ensures success for each and every child from struggling to gifted and all those in between.

The Reading Specialist's role is varied. Services are focused in small group instruction for students in grades K-2, with the overarching goal being the support of classroom teachers in their development of proficient readers with solid beginning reading foundational skills in the following areas—phonemic awareness, phonics, vocabulary, fluency and comprehension. On a case-by-case basis, the Reading Specialist will also address the individual reading needs of students in the upper elementary and middle school grades.

Beginning, middle and end of year screening assessments are conducted in grades K-2. These assessments, along with classroom observations and data, allow classroom teachers and the Reading Specialist to identify students who would benefit from more intensive small group instruction outside of the classroom. All of the foundational reading skills previously listed are addressed during small group instruction with the use of programs which are systematic, sequential and allow for the extra practice. The focus is mostly on phonemic awareness, phonics and fluency. The programs used allow for the additional practice that many children need, both in school *and* at home, in order to become automatic in their reading skills so that their attention can be focused on comprehension while they're reading.

In addition to providing direct services to children, the Reading Specialist also meets with grade level teams to discuss student progress and share pertinent research on the teaching of reading and best practices. The Reading Specialist will also conduct larger trainings for staff on dyslexia awareness and best practices. In addition, the Reading Specialist is part of the Sequoia–Stanford Partnership which is developing the Rapid Online Assessment of Reading (R.O.A.R) in the Stanford Brain Development and Education Lab so that it best meets our district's needs.

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Middle School Advisory Program

Advisory involves small group meetings two times per month focused on Social and Emotional Learning, or SEL, the tenets of which include:

- self-awareness
- social awareness
- responsible decision-making
- self-management
- relationship skills

Advisory provides a supportive environment and an outlet to voice concerns and to benefit from the collective wisdom of the group. Advisory is primarily student driven with some direct instruction provided in SEL skills and the overall concepts of Know Yourself, Choose Yourself, Give Yourself.

“Check In” is used at the start of each class to help students develop self-awareness and empathy. A variety of techniques are used for Check In’s, the

most basic being that each student chooses and shares with the group a number from 1-10 that matches their mood or their day. Students have the option to share more about why they selected a particular number. Students benefit from this pause in their busy lives to reflect and to consider others' perspectives.

The Open Session format, created by Janice Toben, is often used in Advisory class. In Open Session, students respond to student-generated issues through intentional, supportive exchange of listening and ideas. Index cards are used so that students can anonymously bring questions or concerns to the group. The cards are also often used to share accomplishments. The Open Session is facilitated by an adult selecting and reading the cards aloud and students offering advice, support, and clarification.

Advisory class is not intended to be a group therapy session. It is designed to make all students feel accepted and welcome and to nurture positive relationships that can influence the overall middle school climate. Advisory class promotes a culture of caring and tolerance by helping students to recognize and accept differences, communicate effectively with one another, and practice conflict resolution skills.

Confidentiality regarding specific details and names is an important aspect of creating a safe and open environment during advisory period; however, students are encouraged to talk with friends, teachers, and their families about the themes and ideas that arise out of class and to practice the skills across settings.

A grade of pass/no pass is given for Advisory as well as a citizenship grade. While all students are encouraged to participate verbally, the Advisory teacher understands that students have varying levels of comfort with certain types of discussions and that students fall across a wide spectrum of introversion and extroversion. There are many opportunities to participate nonverbally and to show support for others through active listening. All students are expected to contribute by having regular attendance, showing respect for their classmates and the teacher, and following whole class agreements.

Social and Emotional Learning

The Middle School faculty incorporates Social and Emotional Learning, or SEL, into their teaching practices on a regular basis. SEL competencies are presented to students as three main ideas: Know Yourself, Choose Yourself, Give Yourself. Classroom activities and discussions around SEL allow students to be reflective in both their academic and social worlds. Students are encouraged to recognize their own strengths and challenges, to set personal goals and noble goals, to learn about multiple intelligences, and to understand and appreciate differences.

Opportunities for SEL abound in Middle School. Our faculty skillfully weaves this instruction into their curriculum and into activities such as Science Fair, musical performances, art projects, overnight trips, athletic tryouts, community service, and the high school selection process. Along with the Middle School advisory program, SEL in all Middle School subjects supports individual students' development and also promotes a Middle School climate of caring and tolerance.

Art Education

6-8th Grade Art Philosophy:

Art education provides opportunities for creativity, self-expression, and communication. It gives students the chance to explore, describe, analyze and interpret visual materials, and make connections to other subject areas including themselves. Art has been the foundation of world cultures since the beginning of time. To understand art is to understand our humanity.

Our sequential skills based program focuses on the appreciation and production of art, and the study of art history. The art program works closely with classroom teachers to integrate art throughout the curriculum.

Overall Description:

The California Standards for the Visual Arts are used as a guideline for planning, implementing, and evaluating the instruction, curriculum, student understanding and performance.

- **Standard 1 – Artistic Perception** – Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- **Standard 2 – Creative Expression** – Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- **Standard 3 – Historical and Cultural Context** – Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it related to the visual arts and artists.
- **Standard 4 – Aesthetic Valuing** – Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art (line, texture, value, space, color), the principals of design (repetition, balance, emphasis, contrast, unity) and aesthetic qualities.

- **Standard 5 – Connections, Relationships, Applications** – Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Things to know:

Students attend art class once a week. Students come to art class during their language arts block. Art lessons are connected to grade level curriculum whenever possible.

Themes will be based on artists, art movements, different cultures, materials, aesthetics, current museum exhibits, perception, and subject (self, nature, toys, landscape, etc). Students will express themselves with painting, drawing, printmaking, collage, sculpture, and more.

Rules in the art room: Be Respectful, Be Responsible, Be Safe, Do Your Best, and Have Fun!

Student artwork is kept in the art room so that it can be shown in our community. At the end of the school year, students bring home a portfolio of their work (work may occasionally be sent home at other times).

6th Grade Language Arts and Literature

Language Arts Overview

Woodside's Middle School students enjoy a double period of Language Arts offering an enriched literature-based program. As part of that program, students receive appropriate instruction to ensure they meet or exceed the California Common Core standards at each grade-level. Following this scope and sequence provides students with a strong Language Arts foundation in the domains of Reading, Writing, Oral Language, and Listening and Speaking.

Course Overview

This course provides a literature-based language arts program. As a basis for instruction students will explore thematic connections in reading, writing, word analysis, listening and speaking activities using significant works of literature. They will read various genres including novels, short stories, nonfiction essays, articles, folk stories, drama, and poetry. Critical thinking skills, listening and speaking opportunities, and a deepening of comprehension proficiency develop as students respond to literature. Students will study the author's craft and the writing process model. Project-based learning will be facilitated through individual, partner, and group tasks. The goal for students is to build their love

for reading, communicate effectively, and promote successful independent learning.

Along with reading many of the core literature titles listed below, students will read selections from stated adopted texts **Holt Literature and Language Arts** and **Warriner's Grammar Handbook**:

- *Freak the Mighty*, Rodman Philbrick
- *A Long Walk to Water*, Linda Sue Park
- *The Breadwinner*, Deborah Ellis
- *The Giver*, Lois Lowry
- *D'Aulaire's Book of Greek Myths*, D'Aulaire

A variety of teacher prepared instruction and Columbia University Teacher College Reading Writing Project Units of Study will also be implemented to assist students refine and practice the process of writing to create clear and coherent pieces that engage the reader and show an awareness of audience and purpose. They will write multi-paragraph narrative, informational, and argument essays containing formal introductions, detailed descriptions, and supporting textual evidence using precise language. A variety of effective organizational structures such as comparison and contrast, categorical, spatial order, and order of importance will be used in the writing of essays. Students will also revise essays for content, organization, word choice, and consistency of ideas, and edit for spelling, punctuation, and grammar.

7th Grade Language Arts and Literature

Curriculum Overview

Woodside's Middle School students enjoy a double period of Language Arts offering an enriched literature-based program. As part of that program, students receive appropriate instruction to ensure they meet or exceed the Common Core State Standards at each grade level. Following this scope and sequence provides students with a strong Language Arts foundation in the four identified domains of Reading, Writing, Oral Language, and Listening and Speaking.

The 7th grade Language Arts curriculum builds upon all skills mastered and introduced in the 6th grade curriculum. In furthering students' knowledge of grammar, syntax, rich vocabulary and stylistic techniques of composition, the goal is to see significant growth in their abilities to write narrative, informational, and argument essays. The art of summarizing will be taught, and students will also have the opportunity to learn and compose various types of poetry. In all studies of expressive language, written or oral, students will gain an appreciation of a rich language that is deliberate, correct, and effective. Mastery of oral language, along with listening and speaking skills, will be emphasized on a daily basis while students will strengthen their public speaking skills given the opportunities to deliver informative and persuasive speeches and engage in

debate. Complementing teacher prepared material, various texts are used to help students master Language Arts standards including the newly adopted texts from Holt and Warriner.

As noted, much of the work accomplished in the language arts curriculum is literature based. A rich selection of core literature has been chosen for the students to read throughout the year to augment students' appreciation of literature, its relevance to their lives and increase their awareness of various genres, themes, and stylistic techniques of writing. Comprehension and analytical skills will be taught along with all works read. The core literature program also serves as a basis for the vocabulary studied throughout the year. Selected short stories, poetry, and informational material from various anthologies will be interspersed throughout the year as deemed appropriate for student instruction. In addition to short stories and poetry read, the Core Literature read in 7th grade includes literature from the following selections:

- *The Circuit*, Francisco Jimenez
- *The Outsiders*, SE Hinton
- *Romeo and Juliet*, William Shakespeare
- *Lord of the Flies*, William Golding

A variety of teacher prepared instruction and Columbia University Teacher College Reading Writing Project Units of Study will also be implemented to assist students refine and practice the process of writing to create clear and coherent pieces that engage the reader and show an awareness of audience and purpose. They will write multi-paragraph narrative, informational, and argument essays containing formal introductions, detailed descriptions, and supporting textual evidence using precise language. A variety of effective organizational structures such as comparison and contrast, categorical, spatial order, and order of importance will be used in writing essays. Students will also revise essays for content, organization, word choice, and consistency of ideas, and edit for spelling, punctuation, and grammar.

8th Grade Language Arts and Literature

Language Arts Overview

Woodside's Middle School students enjoy a double period of Language Arts offering an enriched literature-based program and a rigorous writing series. As part of that program, students receive instruction to ensure they meet or exceed the Common Core State Standards. Following this scope and sequence provides students with a strong Language Arts foundation in Reading, Writing, Oral Language, and Listening and Speaking.

Curriculum Overview

The goal for eighth grade Language Arts is to prepare Woodside’s students for a successful academic experience that ensures a strong transition to high school. The Common Core Standards call for high levels of writing proficiency requiring sequential, explicit instruction through mini-lessons designed to give students repeated opportunities to practice writing for varied audiences. The three 8th Grade writing units are based on Columbia University Teacher Writing Units in Investigative Journalism, The Literary Essay and Research Position Papers. In addition, lessons to build a strong understanding of grammar skills help enhance a student’s ability to communicate effectively and clearly.

The core literature program enables students to learn proper analysis of novels, short stories and poetry and to apply insights gained from literature to their lives. The core literature program also provides the basis for the vocabulary studied, and is vital to the success of the writing program as it serves to promote lively class discussion utilizing higher level thinking skills. At all times, students are encouraged to be active participants in the learning process. Listening and speaking skills are emphasized in both formal presentation and informal discussions. Moreover, the hope is that each student will embrace the joy of learning.

Complementing teacher prepared material, various texts are used to help students master Language Arts standards including: **Holt Literature and Language Arts Anthology and Warriner’s Grammar Textbook**. In addition to short stories and poetry, the Core Literature read in 8th grade may include literature from the following selections:

- *To Kill a Mockingbird*, Harper Lee
- *Julius Caesar*, William Shakespeare
- *The Diary of Anne Frank*, Francis Goodrich and Albert Hackett
- *The Secret Life of Bees*, Sue Monk Kidd

A variety of teacher prepared instruction and Columbia University Teachers’ College Reading Writing Project Units of Study will also be implemented to assist students refine and practice the process of writing to create clear and coherent pieces that engage the reader and show an awareness of audience and purpose. They will write multi-paragraph narrative, informational, and argument essays containing formal introductions, detailed descriptions, and supporting textual evidence using precise language. A variety of effective organizational structures such as comparison and contrast, categorical, spatial order, and order of importance will be used in writing essays. Students will also revise essays for content, organization, word choice, and consistency of ideas, and edit for spelling, punctuation, and grammar.

Library Curriculum Summary

The Woodside School Community has always considered the library and library services to be a vital part of our Transitional Kindergarten-8th grade school. With a collection of over 16,000 volumes, ten networked computers, an online catalog, and a credentialed librarian, we are committed to preparing our students for the 21st century.

Our mission is to provide students, staff, and families free access to a wide variety of literature and information resources. Through collaborative instruction, the librarian and the classroom teachers will ensure the students become effective users of information, competent and eager readers, and lifelong learners.

The librarian will follow *School Library Standards for California Public Schools* adopted by the California Board of Education to indicate at which grade level specific skills should be introduced, reinforced, and mastered.

Organization of Standards:

- Students access information
- Students evaluate information
- Students use information
- Students integrate information literacy skills into all areas of learning

The Big6 research process model will be incorporated into lessons and projects that are research based and address the information seeking standards. Using this model the students will learn to first define the task and determine the best sources to use. They will practice how to locate and access the sources they need, and how to navigate through sources using guide words, indexes, and other means to find the specific information needed within those sources. They will learn how to extract, synthesize and organize the relevant information and then present the material using their own words in a variety of formats.

Promoting appreciation for literature is a core element of the library program and one that is embraced by our highly literate and active parent community. Appreciation for literature is promoted in many contexts such as: reading aloud on regular basis; offering ongoing reading challenges; encouraging students to participate in the Accelerated Reader program; offering author presentations; providing opportunities for students to experience a variety of literary genres, themes and viewpoints; introducing children to a variety of new, classic and award-winning literature through book talks; providing an engaging summer reading program; participating in programs like California Young Reader Medal contest, Read Across America, National Poetry Month, and National Turn Off Your Television Week; hosting an annual Book Fair; and establishing and maintaining a close relationship with the local book stores and the Woodside Public Children's Library.

Middle School Mathematics

Course of Study for 2021-2022

To compete successfully in the worldwide economy and to participate fully as informed citizens, today's students must have a high degree of competence in mathematical reasoning, analytical argument, and computational fluency. The goal at Woodside is that our students will be confident problem solvers, eager to learn, and inspired to pursue advanced studies in math and science.

This philosophy is predicated on the belief that proficiency in mathematics is a result of sustained effort and effective teacher instruction. All students are capable of understanding mathematics, given the opportunities and encouragement to do so.

6th Grade Math

All sixth grade students are enrolled in a California Common Core math course covering all of the sixth grade standards as well as half of the seventh grade standards. The curriculum will be based on the Big Ideas Learning: Advanced 1 textbook. This program will be supplemented with Khan Academy's online self-paced math curriculum and Silicon Valley Math Initiative (SVMI) materials. As a member of SVMI, Woodside School will develop in all students the ability to apply mathematical reasoning and problem solving skills through the use of MARS tasks. Instruction in sixth grade is differentiated to meet the varying needs and styles of student learning and to ensure that each student is appropriately challenged.

7th Grade Math

Most seventh grade students are enrolled in a California Common Core math course covering all of the eighth grade standards as well as half of the seventh grade standards. By the end of seventh grade, they will have covered all seventh and eighth grade Common Core Standards. The curriculum will be based on the Big Ideas Learning: Advanced 2 textbook. This program will be supplemented with Khan Academy's online self-paced math curriculum and Silicon Valley Math Initiative (SVMI) materials. As a member of SVMI, Woodside School will develop in all students the ability to apply mathematical reasoning and problem solving skills through the use of MARS tasks. Instruction in seventh grade is differentiated to meet the varying needs and styles of student learning and to ensure that each student is appropriately challenged. One section of seventh grade students is enrolled in a California Common Core Algebra 1 course.

8th Grade Math

Some 8th grade students are enrolled in an eighth grade, pre-algebra California Common Core math course covering all of the eighth grade standards. The

curriculum will be based on the Big Ideas Learning: Course 3 textbook. This program will be supplemented with Khan Academy's online self-paced math curriculum and Silicon Valley Math Initiative (SVMI) materials. As a member of SVMI, Woodside School will develop in all students the ability to apply mathematical reasoning and problem solving skills through the use of MARS tasks. Instruction in eighth grade is differentiated to meet the varying needs and styles of student learning and to ensure that each student is appropriately challenged.

Algebra

The Algebra 1 course will be taken by seventh and eighth grade students who demonstrate proficiency on multiple assessments to show preparedness for the course. The curriculum will be based on the Big Ideas Learning: Algebra 1 textbook. This program will be supplemented with Khan Academy's online self-paced math curriculum and Silicon Valley Math Initiative (SVMI) materials. As a member of the Silicon Valley Math Initiative, Woodside School will develop in all students the ability to apply mathematical reasoning and problem solving skills through the use of MARS tasks. Instruction in algebra is differentiated to meet the varying needs and styles of student learning and to ensure that each student is appropriately challenged. One section of eighth grade students is enrolled in a California Common Core Geometry course.

Geometry

Some eighth graders are enrolled in a California Common Core Geometry course. The curriculum will be based on the Big Ideas Learning: Geometry textbook. This program will be supplemented with Khan Academy's online self-paced math curriculum and Silicon Valley Math Initiative (SVMI) materials. As a member of SVMI, Woodside School will develop in all students the ability to apply mathematical reasoning and problem solving skills through the use of MARS tasks.

All grade level math standards can be viewed on the California State Board of Education website. A link to this site is on the Woodside School website under "Curriculum Standards."

Music Education

Philosophy of Music Education

The Woodside School Music Department philosophy of music education is centered on the idea that music helps to foster a well-rounded and whole person – an individual who is intellectual, social, and emotional. While students participate in music they have the rare opportunity to be simultaneously engaged

in math, science, language, and art. Music engages the whole brain and engages the whole person.

Students in a music class learn responsibility, teamwork, and leadership. They are responsible for their instruments and learning their music. They must be cooperative members of a team in order to create an audible art. They must sometimes be role models for less motivated students who have not carried out their own responsibilities. They begin understanding the role they each play as individuals who form a cohesive whole.

Participation in music allows students to cultivate themselves aesthetically and emotionally. They can be educated critics, having constructive opinions about music. They can be imaginative, having a soundtrack to a movie in their minds. They can be emotionally moved, feeling excited one minute and sad the next. Most importantly, students can do these things without ever being wrong. Our hope for your children is that music is a joyful and fun experience in which the students learn a positive way to communicate and express themselves.

Music 6th Grade

In 6th grade students will continue on the musical journey as an extension of their 5th grade year. Students will develop their musicianship using the instrument that they played in 5th grade. We will focus on techniques including posture and position, breathing, fingerings and fingering patterns, and tone. They will learn music from a varied repertoire – classical and romantic styles, marches, popular music, and 21st century/modern band music. Students will expand their knowledge and comprehension of music and improving on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them. Teamwork, respect and responsibility are key personal characteristics for success in music.

Middle School Band (grades 6-8) – Elective offering

In an ensemble setting, students will practice the specific techniques of their instruments including posture and position, breathing, fingerings and fingering patterns, and tone. They will do this while learning music from a varied repertoire – classical and romantic styles, marches, popular music, and 21st century/modern band music. Students will expand their knowledge and comprehension of music and improving on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them.

Teamwork, respect and responsibility are key personal characteristics for success in music.

7th Grade Guitar

7th grade students who choose to take music instead of physical education twice each week will develop their acoustic guitar skills. Students will learn to play single-line melodies, play chords to accompany children's songs, and understand how to read chords and tablature notation for music of their choice.

8th Grade Percussion

8th grade students who opt to take music instead of PE twice each week will explore the world of percussion. Using Western, non-Western, and found instruments students will work as a group to explore sound, develop a strong rhythmic sense, and create pieces to perform. This class will also emphasize learning about global cultural concepts such as ritual and the importance of tradition

Jazz Band

In a setting modeled after a big band, students will focus on traditional and modern jazz ensemble music including swing, rock, salsa, and popular music. Through the music students will expand their knowledge of syncopated rhythms, jazz harmonies, and techniques needed to play in a variety of styles. This class meets during zero period (7:30-8:20) and is by invitation only.

5th- 8th Choir (Chamber Singers)

In an ensemble setting, students will practice the specific techniques relevant to singing. Time will be spent on posture and position, listening for the accurate pitches, and good tone. They will do this while learning music from a varied repertoire – classical and romantic styles, folk songs, multicultural, and popular music. Students will expand their knowledge and comprehension of music and improving on reading notation, recognizing patterns, and listening for cues. Students will also be asked to participate in active listening exercises wherein they analyze or form an opinion on what they hear. They will discuss the role music plays in the many aspects of their lives and the world around them. Teamwork, respect and responsibility are key personal characteristics for success in music while having fun and spreading the joy of music to others. There is also active work on SEL techniques to help students prepare for performances. The focus will be regulating and overcoming performance anxiety.

WOODSIDE PHYSICAL EDUCATION: 5th – 8th GRADE

Physical education is an integral part of the overall education program for every student. It provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle. "A high-quality physical education program promotes an active lifestyle,

improved health, motor skill development, and better cognitive performance.” (Etnier and Sibley 2003; Etnier et al. 1997)

COURSE DESCRIPTION

The Woodside physical education program consists of developmentally appropriate lessons with activities that are in alignment with the **California State Content Standards**. The courses are designed to create maximum opportunities for development of skills, knowledge, health-related fitness and ultimately, the confidence to enjoy an active healthy lifestyle. This course will help you develop habits for lifetime of fitness and health. We will focus on cooperation, respect, communication, trust, and fun.

At Woodside, we provide a diverse physical education program that includes cooperative activities, non-traditional games, and movement & rhythms suited to the capacities and limitations of all students. We emphasize the physical, cognitive, social, and emotional development of all students.

COURSE GOALS

- Develop social skills and positive behaviors as they relate to physical education.
- Value physical education and its lifetime importance.
- Increase skill proficiency in various activities and games.
- Improve self-esteem by participation in challenging activities.
- Build cognitive learning and problem solving through fitness journals, written work, and projects.
- Develop self-evaluation skills through assessment.

CALIFORNIA PHYSICAL EDUCATION CONTENT STANDARDS

Grades K – 8

Standard 1: *Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.*

Standard 2: *Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.*

Standard 3: *Assess and maintain a level of physical fitness to improve health and performance.*

Standard 4: *Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.*

Standard 5: *Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity*

Vision Statement:

The quality and productivity of each individual's life is enhanced through participation in a comprehensive physical education program that promotes the optimal growth and development in their physical, mental, emotional, and social well-being. A developmentally appropriate physical education program empowers students to make wise choices, meet challenges, and exhibit positive behaviors in lifelong fitness and movement activity.

Science

Science is the study of the patterns and rhythms of the Universe. Through observations, using all of our five senses, we can interpret our surroundings in order to make predictions that are useful in our lives.

There are two ways to learn science-one is to read about the great scientific discoveries of the past. The other is to discover the laws and facts of the world around us through investigation and experimentation. Woodside Middle School Science uses both methods of teaching science, but relies heavily on investigation and experimentation. Science students learn by doing. In this way we give them the required knowledge and skills necessary for a productive future.

Woodside Middle School Science Department has adopted an NGSS-aligned program: StemScopes.

6th Grade NGSS Integrated Model

The idea behind an integrated model in science is to explore phenomena observed in our daily lives, and understand all related scientific concepts surrounding specific, and often misunderstood, rarities. The integrated model interweaves the three discipline-specific topics (Earth, Life, and Physical sciences) with engineering components embedded within each segment. For 6th grade, these 4 segments are: Systems and Subsystems in Earth and Life Science, Earth System Interactions Cause Weather, Causes and Effects of Regional Climates, and Effects of Global Warming on Living Systems.

7th Grade NGSS Integrated Model

The idea behind an integrated model in science is to explore phenomena observed in our daily lives, and understand all related scientific concepts surrounding specific, and often misunderstood, rarities. The integrated model interweaves the three discipline-specific topics (Earth, Life, and Physical sciences) with engineering components embedded within each segment. For 7th grade, these segments are: Organisms and Nonliving Things Are Made of Atoms, Matter Cycles and Energy Flows through Organisms and Rocks, Natural Processes and Human Activities Shape Earth's Resources and Ecosystems, and Sustaining Biodiversity and Ecosystem Services in a Changing World.

8th Grade Physical Science

Eighth Grade focuses on the exploration of natural phenomena observed in our daily lives. The 8th grade integrated model is designed to allow students the opportunity to understand and make sense of the three discipline-specific topics (Earth, Life, and Physical sciences) in a sophisticated, in-depth approach with engineering components embedded in each segment. For 8th grade, these segments are: Objects Move and Collide, Noncontact Forces Influence Phenomena, Evolution Explains Life's Unity and Diversity, and Sustaining Local and Global Biodiversity.

Social Studies **6th, 7th, and 8th Grades**

The Middle School Social Studies curriculum teaches students Common Core literacy and cognitive skills through historical content. By using inquiry, discovery, and project based learning, students practice, experience, and simulate the skills of the historical, anthropological, and archaeological disciplines. They distinguish fact from opinion and relevant from irrelevant information, in both historical narratives and direct examination of primary sources. Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and then support their claims with evidence. Students are encouraged to form their own interpretations of history whenever possible as they learn that interpretations of history are subject to perspective and change as new information is uncovered. Assessments and projects include debates, mock trials, skits, speeches, presentations, essay writing, simulations, research projects, and the direct examination and analysis of primary source evidence.

6th Grade: Ancient World History

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

7th Grade: Medieval World History

Continuing from the sixth grade curriculum, students in grade seven study the political, economic, social, geographical, cultural, scientific and technological changes that occurred in Europe, Africa, Asia and the Middle East in the years

500–1700. The curriculum starts with the Fall of Rome and the Dark Ages in Europe, transitions to the rise of Islam, and then returns to Asia, continuing the story from ancient times studied in sixth grade. The curriculum concludes with the Renaissance and Enlightenment in Europe.

8th Grade: United States History from Colonization through Industrialization

Students in grade eight study the ideas, issues, and events from the colonization of North America through the Industrialization of the Modern World. Students are encouraged to form their own interpretations of history by directly examining primary source evidence. Eighth grade students study the changing geography, culture, economy, and politics of our nation throughout this time period, as well as connections to current events.

Spanish 6, 7 & 8 **Course Outline and Expectations**

Course Description and Objectives:

6th grade Spanish: During your tenure as a 6th grade Spanish student, you will learn the vocabulary and grammar necessary to explain who you are as a person, as well as describe your surroundings. **7th grade Spanish:** As a 7th grade Spanish student, you will continue to learn the vocabulary and grammar necessary to explain who you are, describe past experiences, as well current events using irregular verbs. **8th grade Spanish:** You will delve more deeply into the vocabulary and grammar necessary to describe the person you are, who you were in the past, as well as the person you will be in the future. All students will develop level-appropriate Spanish speaking, listening, reading, and writing skills in order to communicate in the most effective manner possible. This course will be taught in accordance with the World Language Content Standards for California Public Schools (<http://www.clta.net/standards/standards.pdf>). The class will be conducted primarily in Spanish, and mastery will be demonstrated through a series of quizzes, tests, presentations, skits, role-plays, essays, art and cultural products.

6th Grade Spanish Textbook: Vista Higher Learning Senderos (1), Vista Higher Learning, Inc., 2018.

7th Grade Spanish Textbook: Vista Higher Learning Senderos (1/2), Vista Higher Learning, Inc., 2018.

8th Grade Spanish Textbook: Vista Higher Learning Senderos (2), Vista Higher Learning, Inc., 2018.

Spanish Classroom Norms:

1. Show compassion for all members of the classroom community.

2. Demonstrate courage through consistent participation, pushing yourself academically and personally, and advocating for yourself and others.
Mistakes are expected, accepted, and respected!
3. When you are curious or need clarification, raise your hand or ask a classmate in a quiet voice. On-topic questions are highly encouraged!
4. Demonstrate integrity at all times and in all situations, including completing your own work and contributing equally to group assignments.
5. Respect the class, your peers, your teacher, the classroom, and all WES norms.
6. You are responsible for your actions, work, and words.
7. You are learning Spanish, so *please refrain from saying* “I don’t speak Spanish” or “yo no hablo español”.

Suggestions for Success:

As with any language, the vocabulary and grammar concepts you learn will appear repeatedly in the future.

- Successful language learners *study vocabulary lists in chunks* (7 – 10 words per day) so as to commit the words to their long-term memory.
- When learning grammar skills, *utilize online practice resources* in addition to completing assigned homework. You will get immediate feedback on your grasp of the concept.
- *Speak Spanish any time you can!* The more you can verbalize your Spanish, the more deeply embedded in your memory it becomes.
- *Spend time engaging with Spanish media.* From watching soccer or *telenovelas* on TV to listening to Spanish music on Spotify, the more you listen, the more you’ll recognize and eventually produce.
- *Advocate for yourself as needed.* Ask focused questions, make appointments to meet with Sra. Brown, or just drop in during office hours.

Mandarin Curriculum Summary **6th, 7th and 8th Grades**

6th Grade: Scope and sequence

Topics	Grammar and skills
Greetings and goodbye Everyday expressions Classroom expressions Personal information Numbers through 99 Family and home School life Time, dates, and day of week Occupations Weather Food Chinese holidays – Chinese new year Chinese historical sites – Terra- Cotta Warriors Chinese arts – Chinese calligraphy	Pinyin (phonetic system) and tones Rules of writing Chinese characters Radicals of Chinese characters Measure words Present tense Form positive and negative statements Form and answer “Am/Is/Are” questions Form and answer “What” questions Form and answer “How old” questions Form and answer “How” questions Form and answer “Where” questions Format to express time and date Possessive forms

7th Grades: Scope and sequence

Topics	Grammar and skills
Colors Facial features Clothes Hobbies Transportation Direction Friends Shopping Daily schedule Chinese holidays – The dragon boat festival Chinese historical sites – The forbidden city Chinese arts – Paper cutting	Past tense Measure words Radicals of Chinese characters Prepositions Form and answer “How many” questions Form and answer “Who” questions Form and answer “ Why” questions Comparison Currency Format to express “doing a activity at a location

8th Grades: Scope and sequence

<p>Topics</p> <p>Make a phone call Invitation Entertainment Make an appointment Hobbies Travel Media Chinese holidays – Qing Ming festival Chinese historical sites – The great wall Chinese art – Beijing opera</p>	<p>Grammar and skills</p> <p>Future tense Present continuous tense Form and answer “When” questions Form and answer “How to do” questions Direction Superlative form of adjectives Measure words Radicals of Chinese characters Use context and other clues to decode unknown words Choose appropriate language according to the audience Develop an understanding of different social norms and expectations between the two counties and an awareness to adopt appreciate local norms when interact with local people</p>
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Assessment for all three grades levels: 6th, 7th, & 8th

Teacher Embedded Assessments: Daily review exercises, weekly quizzes, individual work, group or pair up conversations
Foundational knowledge: Unit tests and projects
Curriculum imbedded assessments: Witten assessments and oral assessments
Participation: Daily participation

Textbook for 6th grade students: Happy Chinese volume 1

Textbook for 7th grade students: Nihao volume 1

Textbook for 8th grade students: Integrated Chinese Level 1

Elective/Enrichment Classes

Middle School Enrichment classes are interest-based seminars. Most are graded on a pass/no pass basis; however, Yearbook, Band, and Art will be given letter grades. These classes require students to produce work both in and out of the classroom. In addition, students must work together to make the classes successful. Elective grades are calculated into the grade point average; however, they are not calculated into the 8th grade Academic Award.

Placement decisions in some classes are made on a variety of criteria that include student interest as well as performance in classes throughout the year. The Woodside Middle School teachers, in consultation with the administration, determine placement of all rising sixth, seventh and eighth grade students. Students will be directed based on the following:

- Be in good academic standing and maintain at least a C average each trimester in all core academic courses including math, language arts, science, social studies, World Language, physical education, art and music.
- Be mature, self-directed, and show high levels of motivation, responsibility and reliability by maintaining a C average in all their core academic courses.
- Students who are not in good academic standing and receive a grade below a C will be assigned to courses that will support improved academic achievement such as study skills. If a student's academic performance improves by the end of the trimester, the student may be able to select from available electives.
- In the event that a student's grades deteriorate during the course of the year, the student will be removed from their electives and placed in the appropriate support classes.

Enrichment offerings vary over the course of the school year and from trimester to trimester.

8th Period Elective/Enrichment Classes:

- Design and Engineering (6,7,8 – P/NP)
- Art Elective (6,7,8 – letter grade)
- Yearbook (6,7,8 – letter grade)
- Band (7,8 – letter grade)
- Storytelling through Photography – (6,7,8 – letter grade)
- Body Science (6,7,8 - letter grade)
- Lego Robotics – (6,7,8 – letter grade)
- Web Design I - (6,7,8 - letter grade)
- Design Thinking I - (6,7,8 - letter grade)
- Introduction to Japanese Culture- (6-8), P/NP)
- Guitar- (8, P/NP)
- Fantasy Baseball: Data Analysis- (6-8, P/NP)
- Ukulele- (6-7, P/NP)
- Discovering Graphic Novels- (6-8, P/NP)
- Community Service (6,7,8 – P/NP)
- Modern Readers – (6,7,8 – P/NP)
- Self Defense Training (6,7,8 – P/NP)
- Strength and Conditioning (6,7,8 – P/NP)
- Test Prep (6, 7- P/NP)
- Podcasts 101 (6-8, P/NP)
- Yoga (6,7,8 – P/NP)
- The Science of Food (6,7,8 - P/NP)
- Games of Strategy (6,7,8 - P/NP)
- Stories of Social Justice (6,7,8 - P/NP)
- Study Skills (6,7,8 – P/NP)
- Operetta (mandatory for all 8th grade students during 3rd trimester – P/NP)

Typical Zero Period/Lunch Time Offerings:

- Student Council
- Music - Chamber Singers
- Music - Showstoppers
- Music - Jazz Band (Must Be in Band Elective to Participate)

Art Elective (Trimester long - letter grade- can be taken once per year)

Students will work on advanced art projects and a mentored, project-based curriculum. This course will emphasize creative exploration and development. Students explore the structure of art, including line, texture, color, value, and space; learn basic drawing techniques; work in two and three-dimensional forms; and experiment with diverse media.

Yearbook (Two trimesters - letter grade)

Join a team of dedicated students to design, create, and publish our school yearbook. We start with 88 blank pages, and by the end of the 2nd trimester, we will have a complete book highlighting the 2021-2022 school year. If you are a student who likes a *challenge*, is *responsible* and able to meet *deadlines*, understands the importance of a *quality* product, and are willing to put in some *extra time*, then this elective might be for you.

A few things to know:

- You will need to attend one lunch meeting per week
- Some work **will** need to be done outside of class hours

If you are interested in being part of the Yearbook team, you must attend a mandatory Introduction to Yearbook meeting on Wednesday, June 9th during lunch in the Design Lab or reach out to Mr. Hansen to express your interest.

Graded – Homework

Band (Year long - letter grade)

Students will have an opportunity to play a variety of music that ranges in time period and style. As we rehearse the music, we will build on general musical skills, technique specific to instruments and individuals, and work together as members of a team to create a final musical product that they will perform for the school community. 7th and 8th grade students who want to be in Jazz Band are required to be in this elective.

Storytelling through Photography (Trimester long - letter grade- can be taken once per year)

This digital photography elective is designed to highlight the innate creativity of the students, build their technical skills, and enhance their understanding of the power of photography to communicate their perspectives of the world. Students will study composition and stylistic elements within multiple genres of photography. We will touch on the history of photography and its place in the timeline of art and technology. Students will practice with Exposure, Depth of Field, and Focus. Students will research accomplished photographers for inspiration and create a photography portfolio.

8th Grade Guitar (Trimester long- P/NP)

Former 7th grade students who really enjoyed their quarter-long experience in the spring, this is the class for you! The hope for this is that you are able to continue developing your skills through both direct instruction and choice. In this class you will continue to master reading melodies and picking as well as practicing chord shapes, transitions, and strum patterns.

Body Science (Trimester long - P/NP)

This course will allow students to learn about the different systems of the body. Whether it be through zSpace, guest speakers, dissections, or engaging projects, we'll take an in-depth look at the intricacies of our body in a fun, comprehensive format.

Introduction to Japanese Culture (Trimester long- P/NP)

Students will learn the basics of Japanese language and culture. Study Hiragana, Katakana, and Kanji, and learn the differences between the different writing systems. Learn simple daily language such as greetings, introductions, and daily routine. Enrich your language study by taking a dive into the culture to expand your appreciation and understanding of Japanese customs. No prior knowledge of Japanese language is required.

Lego Robotics (Trimester long - letter grade)

Take on a First Lego League challenge in this Middle School elective. You will design, build, and program an autonomous robot to complete a handful of challenges. Near the end of the trimester, your bot will go up against other bots in a mini-FLL challenge. Go to <http://firstlegoleague.org> for more information on Lego Robotics or search First Lego League on YouTube to see what you will do in this elective. No programming or Lego experience required.

Graded

Web Design I (Trimester long - letter grade)

This class will provide students with the skills to build a web page/site. Students will be given a basic introduction to HTML and CSS, Google Map APIs, forms, video, developer tools, and DOM manipulation. Upon completion of this class, students will leave with a complete website.

Graded - Homework

Design Thinking I - (6.7.8 - letter grade)

This elective will give you an opportunity to design and prototype a solution to a problem you see in our community. If you don't have a specific idea, the instructors will work with you to find one that interests you. You may work independently or with another person on your project. You will be exposed to all the tools in the design lab and leave with at least a basic understanding on how

they work and what they can be used for.

Community Service (Trimester long - P/NP- can be taken once per year)

Students will be given the opportunity to provide service within our school in the form of working in the classrooms, tutoring younger students, reading aloud to preschoolers, working as teacher assistants, and helping fulfill any need that arises on campus. In addition, students will be highly involved in organizing any major service projects we do like *Rise Against Hunger*. Students will assist as needed at The Village Hub and also do in-house projects for organizations like My New Red Shoes and Meals on Wheels.

Design and Engineering (Trimester long- P/NP)

Do you enjoy building objects and learning about how things work? This elective will guide you in exploring the design and engineering process, taking a look at the science behind what makes things work. This is sure to appeal to your inner inventor!

Fantasy Baseball: Data Analysis (Trimester long- P/NP)

Play Ball! Fantasy Baseball uses baseball as a context for teaching important mathematical concepts as students become co-managers of their very own Fantasy Baseball teams. Students will learn to analyze players' statistical data, draft players, make trades, arrange lineups, create their own team, logos, and mascots and play simulated baseball games. With some careful planning and a little luck, they might even lead their team to the Fantasy Baseball World Series.

Games of Strategy (Trimester long- P/NP)

Do you enjoy a good challenge? Do you like puzzles and riddles and solving mysteries? If the answer to one or more of these questions is “yes” then this is the elective for you! In this elective you will learn new and old games, while you challenge yourself and your classmates. You may solve a few mysteries and uncover the answer to a puzzling puzzle!

Modern Readers (Trimester long - P/NP)

If you wish you had more time to read books – just for fun – this is the elective for you! The class format will include one period a week for reading and one period a week of activity. In Modern Readers, we will explore new and exciting titles, discuss great literature, do book talks, make social media accounts for our favorite characters, and create a movie trailer for a book.

Podcasts 101 (Trimester long- P/NP)

We're in a golden age of podcasts—currently about 800,000 and reach more than 60 million U.S. listeners. Audio storytelling dominates the digital media landscape, and it offers students the chance to develop vital skills in a fun, engaging way. This elective will not only teach students how to create a podcast, but help students become better writers and communicators, and improve their

research skills and get them thinking like online publishers who entertain and inform.

Stories of Social Justice (Trimester long- P/NP)

Do you enjoy reading and thinking about big ideas and issues? In this elective we will read stories with themes that revolve around social justice. Justice is the concept of fairness and social justice is fairness as it manifests in society; so we will be reading and discussing stories within this theme. Whether it be a contemporary setting or from a past era, the stories will help us to examine and discuss important issues and how they affect our everyday lives.

Self Defense (Trimester long - P/NP)

The purpose of this class is to develop basic self-defense skill development as well as awareness and avoidance techniques. This course focuses on skill improvement and overall knowledge in personal safety. Introducing the basics of self-defense and the practical applications, this course focuses on coordination, balance, agility, strength, and endurance. The course will cover both grappling and striking martial arts in a fun, safe environment.

Strength and Conditioning (Trimester long - P/NP)

This course is designed for those students interested in developing strength for advanced sports skills. Students will engage in resistance training, cardiovascular conditioning and flexibility exercises. Strength and sport conditioning is athletic training aimed at greater strength, power, speed, agility, coordination, and balance. You will learn general exercise principles, nutrition, and sport-specific science, along with practical advanced training in resistance training, agility, plyometrics, balance, and sprint training for athletes.

STEM Fair (Trimester long- P/NP)

Calling all Scientists! During the trimester, students will work on a project of their choosing, using the scientific method or engineering process to solve and explore a problem or phenomena. The benefits are vast: thinking like a scientist and engineer, mastering the art of observation, developing skills in writing, data collection and analysis, oral presentation skills, creative thinking, problem solving, and perseverance. This elective will also prepare you for the San Mateo County STEM Fair.

Solutionary Fair (Trimester long-P/NP)

Malala. Greta Thunberg. William Kamkwamba, the Boy Who Harnessed the Wind. They are Solutionaries. People who inspire change by creating solutions to the problems, injustices, and/or inequalities they see in their communities, nation, or in the world. In this elective, you will reflect on the challenges you see within your community, such as homelessness, sea-level rise, poverty, and pollution. Research and investigate the root causes and systemic structures that have created this challenge, and then brainstorm meaningful solutions that address the underlying causes without harming people, animals, or the

environment. In a Google Slideshow, you will explain your problem, solution, and implementation plan. Your project will be submitted to the San Mateo County Office of Education Second Annual Solutionary Fair.

The Science of Food (Trimester long - P/NP)

Do you love all things related to food? Join us on a trimester long journey into food, cooking and eating. We will learn proper knife skills, different cooking techniques, and methods of preserving food like making jams and pickles. Of course we will get to eat our creations as well as do some reading about food and cooking.

Study Skills (Trimester long - P/NP)

Students will learn strategies for staying organized, time-management, completing homework assignments, task completion, researching skills, editing skills, comprehension strategies, and test taking skills. Overall students will learn advocacy skills that will help set the foundation that is needed before the next level of schooling. This class is strongly recommended for Middle School students who need help staying organized and completing homework assignments. This class is designed to help struggling learners. Class size will be limited, and the staff will make placements.

Test Prep (Trimester long- P/NP)

Students will learn test taking strategies for admission tests like the SSAT and ISEE. Students are provided with curriculum, strategies, and plans of action for each subject. This includes test-specific math and verbal strategies, vocabulary building, reading comprehension, essay writing, and pacing methods. In a group setting students will review test-taking strategies, problem-solving techniques, critical thinking skills, math, critical reading, vocabulary, analogies, essay writing, and confidence building.

6th/7th Ukulele (Trimester long- P/NP)

If you really enjoyed your quarter-long ukulele experience last school year, this is the class for you! The hope for this is that you are able to continue developing your skills through both direct instruction and choice. In this class you will continue to master reading melodies and as well as practicing chord shapes, transitions, and strum patterns.

Yoga (Trimester long- P/NP)

Students will learn the basics of yoga in this course. They will gain exposure to basic yoga postures, as well as learning the foundations of yoga and breathing techniques. Students will gain strength, flexibility, and an appreciation for yoga when taking this elective.

Operetta – (All 8th grade students - Trimester 3)

8th grade students will participate in one of the most enjoyable Woodside School traditions, the annual Operetta. Each spring, the Operetta stars the entire 8th

grade. Each year's musical production is a lovely farewell from the 8th grade to the entire school. 8th grade students will be enrolled in Operetta for all of their elective classes during the 3rd trimester.

Just for Middle School (A-Z Highlights)

After School Sports

This fee-based program was established to provide a variety of athletic opportunities for district students. It is administered by the appointed Athletic Directors: Ms. Adolph and Ms. Jones. The major goal of the program is to develop sportsmanship, knowledge of sports, and athletic skills. In the past, approximately 80% of the students have participated in this extensive program. Sports included in the program are:

- Flag Football: 6-8 grade boys & girls
- Volleyball: 4-8 grade girls
- Basketball: 1-8 grade boys & girls
- Track and Field

Registration forms are available online. Financial assistance is always available for students who require it.

Citizenship Grade

The grade that appears on the report card for citizenship reflects the student's behavior in the classroom and on campus. It also includes behavior while going to and returning home from school. Students may receive grades of outstanding, satisfactory, needs improvement, or unsatisfactory.

Satisfactory Grade in Citizenship

To receive a Satisfactory (S) grade in citizenship, you must achieve the following:

- Have a good attitude towards your fellow classmates. No put-downs!
- Show attentive and respectful behavior at school
- Follow the dress code
- Have homework completed on time
- Be honest
- Be responsible with your school work
- Act in a safe manner
- Respect school property
- Respect other people's space and do not interfere with their learning
- Arrive at school and at class on time and ready to learn
- Be prepared for class (e.g., books, papers, pen, pencil, and binder reminder)

Outstanding (O) Grade in Citizenship

To receive an Outstanding (O) grade in citizenship, you must achieve all of the above plus two of the following:

- o Actively help and support your fellow classmates
- o Participate positively in a leadership role
- o Exhibit “Life Skills” on a consistent basis
- o Perform some sort of extra task that helps your classmates
- o Demonstrate frequent and consistent school spirit

In addition, there is a Needs Improvement (NI) citizenship grade and an Unsatisfactory (U) citizenship grade.

Community Service

Woodside Middle School embraces service-learning to enrich and deepen students’ experiential education. Each 6th, 7th, and 8th grade student should participate in community service each year, and a minimum of **30 completed hours** is highly encouraged by the time of graduation. This service can be focused on our school and local community, as well as on neighboring communities and beyond.

Students have opportunities to earn hours by serving their own school in the form of teacher aides, recess and lunch peer leaders, assistant coaches for school sports teams, and various other leadership roles. In these capacities, the students will have the opportunity to cooperatively assist teachers, lead younger students, acquire administrative skills, and develop leadership skills, while at the same time learning about what it means to serve others. The goal in providing these opportunities is to help students gain confidence and satisfaction in serving others and to explore their interests and passions in leadership and service beyond Woodside School.

The Woodside Middle School Community Service program organizes projects to support students as they develop interest and awareness beyond the comforts of Woodside School. Students will be introduced to a variety of local organizations and programs that serve specific needs. The goal of the program is for students to engage in active volunteering rather than fundraising, with an emphasis on partnerships with underprivileged neighboring schools and non-profit organizations. Local service projects will be organized on the early release Wednesdays, with several school-sponsored opportunities each trimester.

Outside of the school-sponsored projects, Middle School students are encouraged to develop their own special interests in community service. Students may earn hours by working individually with their families, youth groups, or any other

organization that performs community service.

Because the Community Service program at Woodside School is a “service-learning” based program, it is highly encouraged that students participate in two project-oriented service projects each year, investing approximately five hours in each project. The goal is for students to become passionate about and to take ownership of particular volunteer opportunities for which they have developed an affinity.

Finally, it is important to note that students who demonstrate outstanding commitment in community service will be awarded the Community Service Award at the annual commencement honoring the graduating class. This award recognizes students who demonstrate outstanding performance in community service. The criteria include the number of hours and the different types of services performed. In addition, service to the community and school are recognized in the Trustees’ Award presented annually at graduation to one male and one female who are considered the most outstanding all-around students of the graduating class. These students must have made major contributions to the school and community in the following areas: service, leadership, school spirit, sportsmanship, cooperation, friendship, and academic achievement.

For more information, please contact [Mrs. LaCrosse](#).

Counseling Services

Marta Batlle, the Student Services Coordinator, Allison Brunner, the School Psychologist, and Mena Lam, the School Counselor are available to all students wishing to talk. Feel free to contact Ms. Batlle, Mrs. Brunner, Ms. Lam, Mr. Frank, Mrs. Petrea, Ms. Mull, Ms. Bowdoin, Sr. Wickstrom or any of your teachers if something is bothering you, if you need help with friendships, or if you need a kind, understanding person to talk to. All conversations are confidential.

Dances

The fall dance is open to the 7th & 8th grades, with 6th grade attending in the winter and spring dances. These are planned and sponsored by the Student Council. Dances are chaperoned by school staff members and parents and are open only to currently registered Woodside students. Pre-registered middle school age guests may attend with the permission of the Administration. Guest permission slips must be submitted a day ahead of the dance. Dance registration forms are available on the school’s website.

Locks and Lockers

Students in 6th, 7th and 8th grades are assigned lockers at the beginning of the school year. Please use them to lock up cell phones, textbooks, school supplies or

other valuables. The school will supply locks and students are asked to keep their combinations private. Student lockers are the property of the school and may be inspected at any time for health and safety reasons. Student access to another's locker or lock is forbidden without permission. Lockers will be accessible to students from 8:00 a.m. until 6:00 p.m. Monday through Friday. Lockers are not accessible to students on weekends or holidays. *(Please note that locker use and assignments have been temporarily suspended for the 2021-2022 school year, as we explore more efficient systems to eliminate the sharing of lockers for this year.)*

8th Grade Graduation Awards

Each year, a number of student awards are given at the graduation ceremony and luncheon. The cornerstone awards include:

Athletic Award: This award recognizes leadership, sportsmanship and athletic activity. All eighth grade students are eligible for this honor in the above-mentioned areas. Nominations are made by the staff, physical education teachers and after school sports coordinators.

Block W: The Block W award is a special award to recognize upper grade students who participate in academics, athletics, and service. Students earn points for in all three areas in order to receive their "W". A student qualifies for Block W after accumulating 100 points in academics, service and athletics. After the initial award, students may continue earning points for more awards.

Community Service Award: This award recognizes students who demonstrate outstanding performance in community service. The criteria include the number of hours and the different types of services performed.

Music Award: A graduating 8th grader(s) is honored with the "Outstanding Musician" award. This award is presented at graduation and is in addition to the John Phillips Sousa award for band and Director's award plaques for strings and chorus. The Outstanding Musician award honors the student that demonstrates leadership, commitment, sound musicianship, and overall excellence within the music program.

Trustees' Award: The Trustees' Award is presented annually at graduation to the students who are considered the most outstanding all-around students of the graduating class. These students must have made major contributions to the school and community in the following areas: service, leadership, school spirit, sportsmanship, cooperation, friendship, and academic achievement. The winning students' names are engraved on a plaque and on a permanent trophy. One boy and one girl are selected for this award.

Woodside Academic Trophy: The Woodside Academic Trophy is presented at graduation to the student(s) who has achieved the highest combined academic grade point average for sixth, seventh and eighth grades. A student must have

attended Woodside School for at least seventh and eighth grades, and honors courses are not counted in the grade point average calculation for this award.

SEL Award: The SEL award goes to a young man and a young woman who stand out as leaders and demonstrate confidence in the three aspects of our SEL program: Know yourself, Choose yourself, and Give yourself. The recipients demonstrate self-awareness and make good choices. They think before they speak and respond appropriately to challenges that they face. With their peers, these individuals are kind, compassionate and empathic.

Operetta

One of the most enjoyable Woodside traditions is the annual eighth grade operetta. Each spring, the operetta stars the entire eighth grade. Each year's new musical production is a lovely farewell from the eighth grade to the entire school. The proceeds help pay for the various eighth grade activities as well as provide a special class gift for the school.

Report Cards

Report cards for all students are sent home three times each year: in November, March and June. In addition, parents and students can view their student's progress at all times through PowerSchool. If you need additional information on how to access your login information, please contact the front office.

Snacks/Birthday Treats for Middle School Students

Birthdays are a special time to celebrate. In middle school, students wishing to celebrate birthdays are asked to bring in treats for only their individual class and to bring them to their 2nd period class (before school) so that they can be distributed at the beginning of recess. Please do not bring balloons or other party items to school, and do not interrupt classroom time or bring items to individual classrooms.

Student Council

The student body elects Student Council officers and Class representatives in May for the next school year. In addition, class representatives are elected two times each year.

Student Council teaches self-government and leadership through participation in parliamentary procedures and the election process. The Student Council has supported numerous organizations with both time and donations, including the purchase of choir risers, repair ball walls, sponsor field day and purchase PE equipment, chair racks, fund assemblies, maintain basketball backboards, purchase disaster supplies, fund barbeques, and a public address system.

The students also contribute to the community by participating in a variety of activities, including the May Day celebration, school dances, field day, providing child care during school-sponsored events, and school spirit dress-up days.

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APPENDIX A

HOMework GUIDELINES

Purpose:

Homework should have a positive impact on student learning and is defined as the assigned learning activities that students work on outside of the classroom. The purpose of homework is to provide opportunity for students to practice, reinforce, and apply previously taught skills.

Homework should be completed by the student. Parents/guardians are encouraged to support students by helping them develop good work habits. This includes helping students determine an appropriate time and place for study, as well as learning how to budget their time for long term projects.

Lower School Homework for the 2021-2022 School Year:

The entire Woodside staff looks to find ways to promote learning and academics in the best interest of the “whole child.” For the 2021-2022 school year, we will encourage nightly reading, independently or with an adult, depending on what is most appropriate. Occasionally, teachers may send home projects or work that needs to be addressed or completed for the following day. The Lower School teaching staff are happy to recommend online tools and resources if you want to have your child do additional work at home.

Guidelines for Each Grade Level:

- K - Students are encouraged to read or be read to for 20 minutes each night. Seasonal projects will be assigned on occasion.
- 1st Grade – Students are expected to read at least one leveled book per night and to be prepared to talk about their book the next day. Occasionally, students will be assigned a project according to thematic units or school events.
- 2nd Grade – Students are expected to read at least 20 minutes per night. Occasionally, students will have projects assigned or work that needs to be completed that wasn't during the day, for the following school day.
- 3rd Grade – Students are expected to read at least 20 minutes per night. Occasionally, students will be assigned projects to complete or will need to complete work at home that wasn't completed during the school day for the following day.
- 4th Grade – Students are expected to read at least 30 minutes per night. Occasionally, students will be assigned projects or will need to complete work at home that wasn't completed during the day for the following school day.
- 5th Grade – Students are expected to read at least 30 minutes per night, with up to an additional 45 minutes of homework in other subject areas.

- 6th Grade – Students should average no more than 1 ½ hours of homework per night.
- 7th and 8th Grade – Students should average no more than 2 hours of homework per night.

When possible, teachers will strive to differentiate homework assignments in recognition of individual students' capabilities and needs. Open-ended assignments allow for students to be creative and pursue their passions. Parents and students are encouraged to contact the teacher immediately when the length and difficulty of homework assignments appear inappropriate. Students who desire additional homework enrichment, are encouraged to visit links provided by teachers.

Other Information:

Makeup Work

The administration shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205 Absences for personal reasons. All Middle School students are allowed to retake tests if the score is a 69% or below, but the maximum score on the re-take is limited to 70%.

Excused Absences

Students will be given the opportunity to make up missed assignments because of an excused absence. Students will be given one additional day for each excused absence to make up assignments with no loss of credit.

Unexcused Absences

Students who miss school due to suspension, truancy, travel and/or unexcused absences may be given the opportunity to make up missed work for reduced credit. Each unexcused absence will result in a 10% loss of credit.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

Parent Responsibility

Parents are encouraged to contact the teacher when the length and difficulty of homework assignments appear inappropriate for their child. If a parent feels the issue was not resolved, he/she is encouraged to contact the administration.

APPENDIX B

MIDDLE SCHOOL ACADEMIC STANDARDS

Rationale

The purpose of education is to prepare the student to function in the world around us. The skills and knowledge necessary for that purpose are presented in a variety of subject areas. To evaluate a student's progress in these areas, a grading system is used. The following is a description of the grading system used at Woodside School.

Grading Standards

GRADE	PERCENT	GRADE POINT
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	.67
F	below 60	0.00

Incomplete (INC): Students who have a passing grade in class but have not completed all the required work by report card time may receive an "INC" in place of a letter grade. That student will then have two weeks to complete the required work to receive a grade. If the work is not completed in that period of time, the student's grade will be based on an average of grades recorded plus a zero for each missing assignment.

Honor Roll

Honor roll is determined by grade point average. Grade point average is calculated in the following manner: Each grade is given point value (see preceding chart). Core subjects (Math, Language Arts, Science, Social Studies and Spanish) are given a credit value of 5. P.E. is given a credit value of 2.5. All other graded classes are given a credit value of 1 (one credit for each class meeting per week). Grade points are multiplied by credits, totaled and then divided by total credits to obtain an average grade point average.

Students achieving a grade point average of 3.75 or above will be designated Merit Scholars. Students achieving a 3.40-3.74 grade point average will be placed on the Scholastic honor roll.

In addition, 7th grade Algebra and 8th grade Geometry are considered “Honors” courses, and those classes receive an extra point in the grade point average calculation.

APPENDIX C PHYSICAL EDUCATION

During each March, April or May, students in grades 5 and 7 shall undergo the physical performance testing designated by the California State Board of Education. Students with a physical disability and students who are physically unable to take all of the tests shall undergo as much of the test as their physical condition will permit.

With the consent of the student, the Superintendent may grant temporary exemption from physical education when a student is enrolled for one-half time or less, or when a student is ill or injured and a modified program to meet his/her needs cannot be provided. Permanent exemptions shall be granted only as provided by law.

PHYSICAL EDUCATION ILLNESS AND INJURY POLICY

Physical Education is considered an integral part of our curriculum at Woodside School. Participation is required. If a student is unable to fully participate in PE it is important that communication be received prior to the start of the school day to ensure ample time to institute required adaptations to best support the student throughout the school day. Teachers will ensure that a student receives physical education instruction that meets his or her unique needs. Students with medical conditions are entitled to an instructional program based on grade-level or course-level PE standards. The program for those students is designed to address the same standards as that for students without medical conditions. When possible, students with medical conditions engage in the same instructional unit and content area.

- For medical conditions lasting for 1-2 days requires a written note or e-mail from a parent describing the student's limitations or exclusion from physical activity. Please indicate if there are limitations (e.g. they can walk or run, but cannot do upper body exercises due to an injured wrist).

- For medical conditions lasting for more than 3 days requires a note from the doctor describing the student's limitations or exclusion from physical activity.

Long term or permanent exemption: The education team will work with the student's doctor and other health care providers to design a 504 Plan. Notification from the student's medical doctor is required, and that student will be placed on a 504 Plan. The 504 Plan will have accommodations/modifications in place based on the doctor's recommendations. The 504 plan will provide opportunity for full access to the content standards that best meets the unique needs of the student.

APPENDIX D

EARTHQUAKE EMERGENCY PROCEDURES

1. In the event of an earthquake during school hours: Teachers will give the command "Drop" and everyone will drop to the floor, away from windows, under "Cover" where possible. They will "Hold" on to the legs of tables when possible so that their protection does not scoot away. They will remain in safety positions as long as necessary. After the initial shock students and staff will leave buildings using evacuation routes and go to prearranged sites on the back fields. No one will be permitted to return to buildings until re-entry has been declared safe by person in charge. Students will be held at school until released to parent, authorized person listed on student emergency forms or the person designated by the person in charge of disaster releases the student to a responsible adult.
2. The entire student body will move to the main back field behind the art and science wing or the Willy McCovey field as soon as evacuation and attendance has been completed. Parents will be directed to the field to check their children out.
3. Injured students will be transferred to appropriate emergency care facilities. With this in mind, if your child's emergency form is not up to date, request a new form from the school office.
4. All parents, or designated parties who come for students must sign out through the "disaster center". During an emergency, teachers will be expected to take roll several times to be certain of the safety of each child, and the disaster center will keep a record of students picked up by authorized adults.
5. DO NOT try to telephone the school. Information will be released by radio emergency broadcast stations if the earthquake is severe. If conditions are STABLE at regular school dismissal times, normal dismissal procedures will

be followed. If conditions are NOT STABLE at regular dismissal times, children will remain at school.

6. All parents coming to school should remain CALM and obey all traffic guidelines (no parking in office parking lot) in regard to school parking areas, paying particular attention to emergency access areas to allow entrance for emergency equipment and vehicles.
7. Should an earthquake occur while children are on their way to school, parents should instruct them to continue in that direction and to take shelter in a friend's home if possible and to pay particular attention to hazards such as trees, power lines, concrete walls and buildings. If an earthquake should occur on their way home they should follow the same procedures, only to continue in the direction of their homes.
8. In a severe earthquake, we would appreciate having any parents who are able to do so report to the school's disaster center (near the evacuation site) to help with first aid, both physical and psychological, or general clean up.
9. Families are strongly urged to prepare at home for an earthquake by taking first aid and CPR courses, holding earthquake drills at home, initiating home hazard surveys, and planning how family members will meet should they become separated after a disaster.

Please refer to the following Board Policies on the school website:

#3523: Emergencies and Disaster Preparedness Plan

#3524: Fire Drills and Fires

#3525: Bomb Threats

#3526: Earthquake Emergency Procedure System

APPENDIX E

HEAD LICE

The best prevention of lice is regular checks at home. Please refer to the information for checking and treatment sent home by the PTA. Copies are also available in the school office. If you discover that your child has lice, please contact the school office and begin treatment. The following protocol will be followed at school:

- If several students in a class have been identified with active lice, a notice will go home to the students in that classroom via the office.
- If the child has live crawling bugs (not eggs – nits), parents will be notified and the family will be provided with a packet of information and a metal lice comb from the PTA.

- If the school becomes aware of 5 or more cases in any individual classroom, the class will be quickly screened by the school nurse or office staff/administrator.
- If there are multiple cases across the grade level, notices will be sent home in the grade level, as well as siblings of the room that has been identified with live lice.
- If there are multiple cases across the school, reminders will be placed in the Wildcats Weekly as to how to check and treat.
- The PTA has also provided complete “Lice Buster” kits which are available in the office.

About Head Lice

The tiny parasitic insects known as head lice can infest the head and neck area and attach their eggs to the base of the hair shaft. Head lice do not cause disease, but they can itch and irritate the scalp, leading to scratching and potential bacterial infection.

Head Lice Transmission

Head lice can be passed from person to person. Usually this occurs during direct head-to-head contact, such as children playing or reading together, sharing a bed during slumber parties, or playing sports that involve direct contact.

Less often, head lice can be spread by sharing bedding, combs and brushes, hats, or clothing.

Head lice do not fly or jump; they cannot be transmitted without direct contact or sharing items.

Inspecting for Head Lice

Head lice often cause itching and scratching of the scalp, but some people who have head lice may not notice any itching. If a child has head lice, all family members and close friends should be checked for lice.

If you believe your child has head lice, you will need to check their scalp. Use a bright light, such as a flashlight or direct sunlight so you can see clearly. You may need a magnifying glass or reading glasses to see the tiny lice or nits (eggs).

Adult lice are about the size of a sesame seed, but young lice may be smaller. They range in color from almost clear to black. They may be crawling quickly.

Even if you don't see live lice, you may find nits (eggs). Debris and dandruff can be easily removed, nits cannot. Nits look like white or clear ovals glued tightly to the hair shaft. They will be located within ½ inch of the scalp; nits further than ½ inch from the scalp have already hatched.

Treating Head Lice Infestations

Even the best personal hygiene cannot prevent head lice infestations. You cannot shampoo away head lice or their eggs (nits).

Lice shampoo can be purchased over the counter from most drugstores, or may be obtained by prescription from your doctor. These products must ALWAYS be used exactly as directed by the label or a medical professional.

Lice shampoo is intended to kill adult lice; it cannot kill the nits (eggs). After shampooing, you **MUST** comb the hair thoroughly using a special lice comb. Before the hair dries, comb and part it into sections. Use the lice comb to examine small sections of hair for nits or remaining adult lice, and remove them with your fingernails, the comb, or by cutting the strand of hair with scissors. Use soapy water to drown any live lice or nits you find. This process may take a while, but is very important to prevent re-infestation. Check the head daily for 7-10 days, for nits (eggs). Repeat the shampoo treatment in 7-10 days.

Treating the Household

You should treat all affected family members at the same time. Treat only the family members who actually have lice.

After treatment, launder all bedding where affected family members sleep. Items that cannot be laundered, like stuffed animals, can be sealed in a plastic bag for two weeks to allow lice to die. Vacuum floors and upholstered furniture.

You do not need to use household insecticides to treat head lice infestations. Head lice cannot survive more than a few days if they are not on a person's head, and nits will not hatch. You only need to treat items that have been in close contact with an infected person in the days prior to treatment.

Combs, brushes, and hair ornaments used by a person with head lice should be disinfected to remove any lice or nits.

What if the treatment did not work?

Here are a few reasons the treatment might not have worked:

- The directions on the treatment product were not followed closely enough.
- The second shampoo was not done 7-10 days after the first.
- The nits were not completely removed.
- The child got head lice again from a brother, sister, or playmate.
- Lice may not die right away.
- The problem was not lice.
- If permethrin or pyrethrin products do not work when used properly, you should talk to your doctor about a prescription product for lice.

APPENDIX F PARENT VOLUNTEER GUIDELINES

We want to make your time in the classroom productive and enjoyable!

Some Things to Remember:

To ensure the safety of students on our campus, all volunteers must wear an identification badge available during school hours (8:25-3:10). Please sign in and out in the school office.

You are a guest of the class and of the teacher; please respect the needs of the children and the teacher.

Parents should remember that a classroom volunteer leaves his/her parent “hat” at the door.

Classrooms are very special places, so what you see and hear must remain confidential.

When you are working with a small group of children, please remember to be inclusive of all the members of the group.

If you have a question or concern, please discuss it with the teacher or leave a note to determine when would be a mutually convenient time to meet.

Children are distracted easily. Please respect their needs. Interruptions can take away from the lesson or activity at hand. Interruptions include talking with another parent, using the telephone, or talking with your own child.

APPENDIX G TRAFFIC AND PARKING

Preschool Parking Lot (west side of campus)

The inner office parking lot is limited to drop off/pick up of students and staff parking. Parents should park in the visitor parking sports or on the school side of Woodside Road and walk their students in/out. Students may also be dropped off/picked up in the Sellman Pavilion parking lot.

Sellman Auditorium Parking Lot (east side of campus)

In the Sellman parking lot, the drop off/pick up lane is for students who are ready to be dropped off or picked up. There is **NO PARKING** in this lane, and all cars must pull all the way forward when dropping or picking up students. For safety reasons, please do not drop off/pick up students in the middle of the parking lot. You must park your car in the designated visitor parking spaces if you need to wait or come onto campus. Blocking the drive through lanes not only adds to the congestion but is also dangerous when pedestrians are crossing the parking lot. Only staff automobiles are allowed down the east side of the campus toward the Community Gym.

Biking & Walking to School

Our school does not have permanent crossing guards on Woodside Road. If your child walks to school, or if you have to park across the street, please use only the

designated crosswalks. In addition, please use the designated crosswalks when crossing through the parking lots.

Many of our children ride their bikes to school. PLEASE be aware of these young riders in the parking lot, in the crosswalks, and along the bike paths in town. By law you must wear a helmet when you ride.

Designated Staff Parking Spaces

There are clearly marked “Staff” parking spaces in both the preschool and Sellman parking lots. Please do not park in these spaces. You may park in *any* space after 3:15 P.M. every day.

Safety is our main concern! Thank you for helping!

APPENDIX H Scholarship Form

Name of Student _____

Date of application _____

Grade _____

Teacher _____

Scholarship requested for:

Class fund Field trip

If for class fund:

How much has been assessed? \$ _____

How much scholarship money does your child need? \$ _____

If for field trip:

What is the trip? _____

Date(s) of trip? _____

Cost of the trip for each student \$ _____

How much scholarship money does your child need? \$ _____

Reason for Scholarship: One time financial need

Other

Explain: _____

Parent Signature

Date

Superintendent Approval

Date

Please return to the Superintendent - Applications are confidential

APLICACIÓN de BECA

Nombre de Alumno _____

Fecha de aplicación _____

Grado _____

Maestro/a _____

Pide una beca para:

Los fondos de la clase Paseo

Si para los fondos de la clases:

¿Cuánto quiere la clase? \$ _____

¿Cuánto necesitan de beca? \$ _____

Si para un paseo:

¿Cuál paseo? _____

Fecha(s) del paseo? _____

Costo del paseo para cada alumno \$ _____

¿Cuánto necesitan de beca? \$ _____

Razón de Beca:

Necesidad financiera de solo una vez

Otro

Explicación: _____

Firma de Padre

Fecha

Aprobación de Superintendente/Directora

Fecha

Por favor entrega a la directora (Señor Frank) de la escuela - Aplicaciones son confidenciales