

Westside Village Magnet School

# *Family Handbook*

*& Student Directory*

*& School Supporters Directory*

*2008-2009*



Competition is the antithesis of community, an acid that can dissolve the fabric of relationships. Conflict is the dynamic by which we test ideas in the open, in a communal effort to stretch each other and make better sense of the world. (Parker, 1998)

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# Westside Village Staff

2008-09 School Year

<b>Team Member</b>	<b>Position</b>
Anderson, Charlie (Mr. A)	Facilitator (Inclusion Specialist)
Anderson, Felicia (Ms. Felicia)	Educational Assistant
Bluhm, Patrick (Mr. Bluhm)	Facilitator
Bright, Kory (Ms. Kory)	Speech EA
Brooks, Vaughn	Site Technician
Bueker, Greg (Mr. Bueker)	Facilitator
Connolly, Lisa (Mrs. Connolly)	Inclusion EA
Dempsey, Colleen (Ms. D)	Facilitator (Inclusion Specialist)
Easton, Rebecca (Ms. Rebecca)	Facilitator
Freeman, Leslie (Mr. Freeman)	Facilitator
Harlow, Maggie (Ms. Maggie)	Facilitator
Holliday, Kelly (Ms. Kelly)	Nutrition Services
Johnson, Katie (Ms. Katie)	Educational Assistant
Johnson, Teri (Ms. Teri)	Facilitator
Leydon, Katie	Nurse
Linn, Gabriel (Mr. Gabe)	Facilitator
McKay, Tavie	School Psychologist
Marchette, Bart (Bart)	Engineer
Mihelcich, Kelly	Custodian
Moore, Jill (Ms. Jill)	Facilitator
Parsons, Leah (Ms. Leah)	Facilitator
Peterson, Lisa (Ms. P)	Facilitator
Poe, Shannon (Ms. Shannon)	Speech Pathologist
Price, Matthew (Mr. Matt)	Educational Assistant
Thom, Anne (Ms. Anne)	Office Manager
Wenick, Wanda (Ms. Wanda)	Inclusion EA
Winchel, Wendy (Ms. J)	Administrator, Facilitator

## ***Introduction***

This handbook has been prepared as a written summary of the philosophy, model, procedures and processes affecting the operation of Westside Village Magnet School. It is to serve as a guide for parents. WVMS operates under the Bend La Pine District and adheres to the guidelines as printed in your 2008-09 calendar. The conference dates in the District Calendar do not apply to WVMS. See our Westside Village Calendar Special Dates list.

Also please note that the Student Directory and our School Supporters Directory are included in the handbook. Make sure your correct address, emergency information and e-mail is updated as it changes.

As a leader and facilitator, I will apply the following Learning Commitments in my daily life especially when I am making decisions, facilitating meetings, representing parents, families, and staff, planning staff development, training staff, families, and parents, and writing and teaching curriculum.

## ***Learning Commitments***

- Build relationships continually.
- Advance high levels of learning for every human entrusted to the Village.
- Promote the belief in the Village's ability to make a difference.
- Confront the brutal facts with an honest and diligent effort to determine the truth of the situation in order to make the best decisions.
- Increase inquisitiveness into information, new or 'known', which conflicts with current beliefs.
- Listen for possibility and expanding who and what I can learn from. Surf the edge.
- Shift my relationship to what I know, what I hold as axiomatic and to what my past experiences: successes and failures.
- Allow myself to be vulnerable, set aside proven repertoire. De-emphasize the need to "look good", to be right.
- Call for my imagination and look at things as if they can be otherwise.
- Prove that failure is not an option and there are no excuses.
- Invent ways to help humanize humanity freely.

## **Parent Contact:**

### Lead Facilitators:

- North - Ms. Teri, Mr. Gabe, Ms. Jill
- South - Mr. Bueker, Mr. Bluhm, Ms. Leah, & Ms. P

Lead facilitators are like the "home room" teacher's concept.

### Project Coordinators:

- Ms. Rebecca (Maestra) - Spanish
- Mr. Freeman - Jack of all trades, garden, projects, art, science, technology
- Mr. Bluhm and Ms. Leah are working together to coordinate Adventure Learning.

Project Facilitators are focusing in one-two areas and are supporting the "home rooms."

### **Who is my main contact?**

- North Elders - Mr. Bueker, Ms. Rebecca
- South Elders - Mr. Bueker, Ms. Leah
- North Centers (Special K's & 1<sup>st</sup>) - Ms. Jill
- South Centers (Special K's & 1<sup>st</sup>) - Ms. P
- North Youngers/Olders (2,3,4,5) - Ms. Jill, Ms. Teri, Mr. Gabe
- South Youngers/Olders (2,3,4,5) - Ms. Maggie, Mr. Bluhm

### **The Village Support Crew:**

- Ms. Anne who is our office manager.
- Ms. Felicia who is our staff/parent communication liaison.
- Mrs. Connelly who can answer just about any question.
- Ms. Shannon who is our new Speech consultant and therapist.
- Mr. Charlie and Ms. D (Ms. Miller) who work with all families and facilitates Student's Success Team Meetings and Student Evaluation Meetings.
- Ms. Wanda who supports the entire school.
- Ms. Wendy, a.k.a. Ms. J who is a teaching principal for WVMS.

### *How to contact staff:*

*By E-Mail: [firstname.lastname@bend.k12.or.us](mailto:firstname.lastname@bend.k12.or.us)*

*By Phone: (541) 383-6205 or Wendy's Cell Phone: (541) 408-3894*

*Web Page: [www.westsidevillageonline.com](http://www.westsidevillageonline.com)*

# *Westside Village Magnet School*

*...An inclusive nongraded, mixed age learning community...*

## ***Vision***

A learning environment that establishes a nurturing, stimulating and democratic foundation for the world we aspire to live in.

## ***Mission***

To develop the optimal educational program where all learners can advance to their full potential in an environment free of barriers, prejudice or limitation.

## ***Philosophy***

To realize our full potential, and to honor the unique contributions of all individuals. We believe in the development of a learning environment free of labels, barriers or limitations.

### ***Beliefs:***

- All children can learn and achieve academic success.
  - Developing a keen sense of personal and civic responsibility; modeling and teaching respect, compassion, and perseverance.
  - Creating classrooms that are mixed age and are facilitated by a school wide team approach.
  - Children learn in different ways using their multiple intelligences (Gardner, 1993), and their knowledge to construct meaning.
- Intelligences play a crucial role in curriculum development.
  - Using a variety of strategies to meet the needs of all children.
- "Literacy is the first and most essential goal".
  - Students are held accountable to the highest academic standard that they can achieve.

## ***Enriched Learning Opportunities***

We consider the Westside Village Magnet School program to be an Enriched Learning Opportunity. This is supported by:

- Students are viewed as whole learners.
- The program seeks to develop individual potentialities to maximum possible.
- Evaluation of the learner is continuous, comprehensive and diagnostic.
- Westside Village Magnet School has one of the most diverse student populations in the District.
- Westside Village Magnet School has a consistent record of high student achievement.

### ***Student Expectations (Our community challenges students to be):***

- Global thinkers
- Developed in all intelligences
- Self-directed learners
- Collaborative team members
- Community contributors
- Well rounded people
- Exceeding Benchmark attainment, whether it be State, District or School
- Planners for the future
- Creative and critical thinkers
- Intellectually reflective people
- People in route to a lifetime of meaningful work
- Good citizens and caring and ethical individuals
- Healthy and fit people
- Thinkers about sustainable living
- Practitioners of democracy

### **Job Description**

- Create and practice the "Rights and Responsibilities".
- Actively participate in Community Meetings.
- Solve problems that they created for themselves or others.
- Lead meetings, and/or discuss, and solve issues and problems.
- Participate in the Wellness and Fitness Activities.
- Participate in Smart Choice Time (better known as Smart Choices).
- Participate in a Math/Science session during the week and produce work samples to explore, practice and apply the skills and concepts they have learned.
- Participate in a Writer's Workshop and Literature or Book Club group during each week and produce work samples to explore, practice and apply the skills and concepts they have learned.
- Participate in a Thematic Session. Explore and follow through with a long-term research project.
- Participate in three to five different Exploratories or Adventure Learning Activities during the year.
- Participate in the arts every day.
- Engage in community service.
- Ask for help when he or she needs it.
- Make smart choices and/or expect logical consequences.

### **WVMS Students are working towards being:**

- Life long learners
- Critical and creative thinkers
- Collaborators using authentic dialogue
- Community contributors
- Self directed learners
- Organized
- Sustainable living

### ***Family Expectations (Our Community Challenges Parents to):***

- Be 'present'.
- Take a risk to stretch beyond *comfort zone*.
- *Have a learners mind...* Suspend final judgment.
- Assume an *active, contributing role* in the school community.
- Surface *concerns/issues/breakdowns* (i.e. meltdowns) so we have the opportunity to address/resolve.
- Team collaboratively with staff.
- Expect the best from their student.
- Support student attending Learning Extensions.

### **Family Job Description**

- Be involved in the learning of students.
- Share, learn, and interact by our guiding principles.
- Team professionally when working on school projects.
- Communicate using authentic dialogue.
- Treat all WVMS stakeholders (students, community, parents, and staff) with dignity, respect, and empathy.
- Communicate with facilitators about the needs of your family.
- Listen
- Parent your child with the respect and dignity children deserve.
- Practice problem solving and mediation at home.
- Encourage, teach and support children to be self advocates.
- Dedicate time and energy to Student Success.

### ***WVMS families are working towards being:***

- Being more actively engaged in school.
- Volunteering time and energy to the school.
- Understanding the philosophy of nongradedness and democracy in schools.
- Promoting Westside Village as a viable school setting for other families.

# Westside Village Magnet School Daily Schedule

- 8:30 - 8:50 Breakfast
- 8:50 Check in (Attendance) on the computer, visit, and be circled up and ready to participate in Drum Circle or Community Meeting by 9:00am sharp
- 9:00 - 9:05 Everyone is circled up with their community
- 9:05 - 9:30 Drum Circle / Game / Community Meeting  
Tuesday & Thursday - Rapid Reading for Centers
- 9:35 - 10:25 Math, Science
- 10:25 - 10:40 Recess Break for Centers and Youngers
- 10:40 - 10:50 Snack for everyone
- 10:50 - 12:00 Readers'/Writer's Workshop  
M - Mini -lesson Monday
- 12:10 -12:15 Clean up and closure in Communities
- 12:15 Kindergarten Pickup in the Front Hall
- 12:10 - 12:40 Recess
- 12:40 - 1:00 Lunch
- 1:00 - 1:10 Family Jobs
- 1:10 - 2:40 Thematic Project Time -Independent or Collaborative Work Time i.e. Smart Choices, or Facilitator Led Small Group Work, and/or Rotations
- 2:00 - 2:15 Recess Break for everyone
- 2:15 - 2:45 Project Time
- 2:45 - 3:25 Fitness
- 3:25 - 3:35 Closure in Communities
- Early Release Wednesday Schedule is the same as the Daily Schedule with the following changes:
- 1:10 - 2:00 Community Time
- 2:00 Students are dismissed

# Village Support Procedures

*Creating a Healthy Community... how we treat each other and how we support each other.*

## Rights and Responsibilities

Every year the entire school community reviews, revises and rewrites the Rights and Responsibilities. Students, staff and parents are expected to follow and honor this Bill of Rights. Part of honoring the Bill of Rights is also an agreement that we use Authentic Dialogue when communicating with each other. *We will revise the Rights and Responsibilities every Fall.* A copy will be sent home and one will be posted in various places in the community.

Students, staff and families have the opportunity and expectation to participate in Community Meetings. It's all about *relationships!* Community Meetings help build relationships and encourage positive relationship growth. There are opportunities for voices to be heard, leadership, facilitation, consensus building and decision-making! Staff holds their Community Meetings on Wednesday and Parents have a Community Meeting at least once a month. We follow Meeting and Decision Making Protocol. Wendy (Administrator) builds the agenda for those meetings by using the bike lot, staff/family /students needs or issues, District information, proposals offered and the focus of the School Improvement Plan. Anyone may be on the agenda, either e-mail Wendy or put your topic or idea in the agenda envelope outside the All for One Room.

## Community Meeting Protocol

Once a month in the evening parents, staff and students gather to meet to discuss issue or topics of interest. At these meetings parents build their own agenda, with guidance from the staff and students and facilitate the meetings. Anyone can be on the agenda. It is a place to ask for help, share life, bring up problems that need solving, new information, reminders, to share proposals, to make decisions, and to learn about new opportunities available. The Meeting and Decision Making Protocol is followed along with the following steps:

1. Parent Facilitators meet quickly and assign jobs: timekeeper, facilitator (person that paraphrases and moves the meeting on), note taker and those that call on people. They check agenda book, ask Wendy about topics and prioritize what needs to be taken care of first. They also recognize if there will be guests coming to the Community Meeting. Staff help facilitate this process by supporting the community leaders.
2. Community individuals are called on to share their issues, information or celebration and the community has a chance to respond. Facilitators remind the community to not

repeat the same ideas. They can show their support by saying "ditto" or "I agree with so and so". The person with the issue has a chance to respond back to the community.

3. The note taker keeps track of ideas and decisions on the computer, puts the notes on the school website and guides review of decisions and ideas at the next meeting.

At any time if the need exists we may call a meeting.

**Parents are highly encouraged to attend their Community Meetings so that their voices are heard.**

### **Site Council**

Site Council is an elected group of representatives that work together as a team to support Westside Village Magnet School. Site based and team decision-making is a collaborative process used to define goals, identify problems, formulate plans, shape direction, monitor implementation, and conduct program evaluation. The Site Council create an avenue for input from licensed and non licensed staff, parents, and community members at large with first hand knowledge of local school issues. Site Council membership will be as set forth in Oregon law. The Site Council develops structure and operational procedures of the council, including rotation of members, terms, process of selecting members, and methods for decision making and recording and communicating council decisions.

The school administrator directs site based decision-making process at their schools and model collaborative behavior for decision-making.

### **Westside Village Site Council Members for 2008-09 School Year**

**Nina Aguilar, Steve Roti, Dennis Smeage, Carrie Compton, Athena Burnett, Lisa Connolly, Lisa Peterson, Patrick Bluhm, Jill Moore, Wendy Winchel and Colleen Dempsey.**

# Meeting & Decision Making Protocol

## How We Conduct Westside Village Magnet School Meetings:

We have a facilitator or co-facilitators, \*time keeper, and note-taker. The facilitator makes sure everyone is heard, uses protocols if necessary and the meeting norms are followed. The timekeeper is like a co-facilitator. The timekeeper makes sure we are sticking to the agenda and the time frame for the agenda. However, the timekeeper or facilitator may ask the group if they want more time to process out an issue or if they need more time to share information for decision making.

When we process ideas and conduct meetings everyone has agreed to the following **Operational Norms:**

### Operational Norms

- **Use Authentic Dialogue** – collective wisdom, open, honest, shared, understanding facts (being uncomfortable is okay, feeling unsafe is not: allow for dissonance and disequilibrium).
- **Listen Actively** – clarify, use I statements, ask questions and paraphrase.
- **Honor Our Time** – Start and end meetings on time and allow for detours under consensus.
- **Be Responsible** for information shared at meetings, support decisions if you are late or absent, and for what you say you will help with or follow through with.
- **Agenda** will guide what we need to focus on, and (agenda items turned into Wendy at least 2 hours prior to meeting, use the Bike Lot or e-mail).
- **Use Mediation** to clear up individual or small group conflicts.
- **Focus on the System** issue not the person.
- **Decision Making** is based on facts not assumptions, and are decided by using the consensus model and floating proposals.
- **Every Person** self reflects on the meeting before we end.

## Proposals

A proposal is a suggestion or intention, especially one put forward formally or officially. A proposal can occur after discussion on topics and ideas. The intention is to change, revise, or add to what we are doing, i.e. a WVMS process, routines, procedure, rights of passage etc. Staff, students, and parents can float a proposal at meetings or on paper before meetings. The proposal needs to include facts (data collected), research if needed, what change, revision, or addition to a process, procedure, tradition, wanted or needed, why, and the effects on the whole school (adverse or positive).

## Meetings and Decisions

When a proposal has been floated, before we make decisions we may use a variety of organizational tools and protocols to understand and process the data, idea, or change. At our meetings we will give a specific amount of time to discuss items staff/students/parents bring to the table.

It is expected by all team players that when they want a decision made on an idea they have proposed that they will share all the data before they expect a decision to be made. When we review data, we have agreed to make sure that the truth is heard, no matter how brutal the current reality is. The facilitator and members at the meeting will have the responsibility to mention any elephants that are hiding under the carpet.

### **We keep in mind the following:**

- Lead with questions
- Engage in dialogue and debate, not coercion
- Conduct autopsies, without blame
- Build red flag mechanisms that turn information into information that cannot be ignored.  
(Collins, 2001)

## Consensus Model

We use a consensus model to check in with where people are in making a decision and to finalize what we are doing.

- 1 - Do not agree and you have some ideas or suggestions.
- 2 - Do not agree but you can support it.
- 3 - Agree and you are willing to participate.
- 4 - Agree and you are willing to lead the charge.

If team members cannot agree, we go back to the drawing board unless the person(s) that voted 1, have agreed not to sabotage the plan. Usually we do not need to use the number check, we try to all agree to support the proposals.

After the team has made a decision an action plan will be completed. An action plan will always consist of who is doing what and the time frame things need to be done in. Always the team will make sure the decision fits with our vision. When we process ideas we will use the Operational Norms.

Operational Norms will be revised and added from inservices, Community Meetings, and Site Council.

# **Supporting a Healthy Community and Individuals**

We guide people and each other to solve problems that they may have caused for themselves or others. The first step is to identify that there is a problem. This is being authentic. We encourage everyone to try and talk it out with the person(s) that they have a conflict with, and if that does not work we expect our Villagers to use the Mediation Process. We ask parents to talk to a particular staff member they may have an issue with first, and if it is not resolved, we ask them to share the issue with Wendy. She will listen and help mediate.

## **Mediation**

All adults and elder students need to be skilled mediators. All Westside Village Students and staff will be trained in mediation. We use mediation to help children solve their own problems. We will have training for parents in the mediation process.

## **Intervention Strategies**

We ask staff, parents, and community members that are working with our children to build relationships with students. Get to know them, use Love and Logic strategies, lead with empathy and think positive not punitive.

Staff works collaboratively to redirect students. We ask parents to help with this also. Sometimes a simple phrase when you see a child that is not with his or her community or activity group, "Can I help you?" or "Can you show me where your community is working right now?" or "Let me know if you need some help?"

## **Everyone Needs a Break Now and Then**

Sometimes in order to help a student redirect their behavior we need to ask them to "take a break." If you are working with children and you see this, find a facilitator to help you with the child.

## **What does it mean when we ask kids to "Take a Break?"**

Student may be disrupting a mini lesson, agitated, rough housing, racing around, smart mouthing and they just need to calm down and think about their behavior and if they are causing a problem for someone else or themselves.

Facilitators will have kids take a break just about anywhere. Facilitators can say, "You are welcome to rejoin the group when you are ready to listen or ..."

### **What if the negative behavior continues?**

If a child has continued to disrupt the group, with the same behavior or different behaviors or the behavior is really out of line, facilitators remove students from their community and The Village Support Team is called in to help support this child. This may mean a call home for support from the family or a different plan for the child's day at school.

### **Academic, Social and Emotional Problems**

Many times a child that is exhibiting negative behavior and acting irresponsible is due to them needing more support (extra time and energy) with their academic, social or emotional growth. Or maybe they need a behavior plan to help break habits and negative attention seeking. We have developed a **Referral Process** to create student, staff, and family success. Students are referred to the Village Support Team. If a parent is worried about a student academically, socially or emotionally they may refer a student by simply e-mailing Wendy at [wendy.winchel@bend.k12.or.us](mailto:wendy.winchel@bend.k12.or.us) or Mr. A at [charles.anderson@bend.k12.or.us](mailto:charles.anderson@bend.k12.or.us) or leaving us a message with the office. Staff will then plan a Student Success Meeting.

### **Student Success Meetings**

These meetings are designed to help children be more successful in the Village and in life. They are designed to help students recognize an issue and learn to help themselves. It is also a time where students may be directed to receive extra academic, social or emotional help and support (Interventions). Parents will be invited to these meetings and informed by phone, letter or e-mail about the interventions proposed.

If the Village Support Team has met about this child and interventions have been tried, and there are still major concerns then the team will refer the child to a **Student Evaluation Meeting**. The same process will be followed to set up that meeting with all the appropriate players. Charlie Anderson will make sure that the parents are notified with the official Special Education documents and parents or guardians, both Inclusion Specialists, Lead Facilitators, and the School Psychologist are present at the meetings.

## **Rights and Responsibilities**

Every year the entire school community reviews, revises and rewrites the Rights and Responsibilities. We will post our new copy on the school website when it is complete.

Students, staff and parents are expected to follow and honor this "Bill of Rights." The mediation process and community meetings are used to guide students in following these Rights and Responsibilities.

**This is our current doctrine:  
Westside Village Magnet Schools  
Rights and Responsibilities**

*Democracy means not "I am as good as you are"  
but "you are as good as I am".*

- We have the right to be included, accepted as ourselves, and to be treated with dignity and respect.
- We have the responsibility to include others and to treat others with dignity and respect, including other's personal space, belongings, and our school building.
- We have the right to use mediation to solve problems or to deal with conflict.
- We have the responsibility to use positive peer pressure, solve problems that we have caused, help others mediate and find solutions.
- We have the right to learn in a fun, clean, safe, sustainable, creative, and democratic environment.
- We have the responsibility to keep our community clean, sustainable, and safe.
- We have the responsibility to honor our decision making process, to engage our minds, and to respect individual rights.
- We have the right to be heard as an individual and to share our thoughts freely while respecting the rights of others.
- We have the responsibility to listen, question and respect ideas.
- We have the right to be educated equally, supported and moved forward as an individual and to be celebrated for our accomplishments.
- We have the responsibility to be self-directed, in charge of our learning, and to actively engage in learning opportunities.
- We have the right to have healthy choices available so we can be healthy and safe in mind and body.
- We have the responsibility to make healthy and safe choices.

**When students are upset, angry or emotionally hurt we ask them to follow this process before they mediate:**

**If you have a problem . . . . .**

Cool off.

Give yourself enough wait time.

Try to solve the problem by talking to the person. Tell the person what he or she did and how it makes you feel.

When you \_\_\_\_\_

It made me feel \_\_\_\_\_

If this doesn't solve the problem, get a mediator. Put your name in the circle book to ask for a mediator or find someone you know that is a trained mediator. At the end of every community meeting we take time mediate any problems or issues that have occurred.

Find someone and say, "I need help solving a problem."

If you still have a problem, write it down in the Circle Book or if the problem needs adult attention, get help from a staff member.

# Curriculum

The curriculum is written and implemented every day striving to meet the interests, academic, social, emotional and physical needs of all children at WVMS. Curriculum is integrated; the application of multiple intelligences, literature, differentiated learning, Orff instruction, constructivism, writing process, math/science process, inquiry, speaking and listening, research, wellness, fitness, learner characteristics, self-directed learning, learning extensions, and hands on projects are used. Music, technology and the arts are used as vehicles to promote and enhance learning. Students read and write though out the day everyday.

## The Core Curriculum

Literacy is our first and foremost goal. When we use the term "literacy", we mean literacy in all subject areas. Students are exposed to many different forms of literature and concepts that are usually connected to the themes and are encouraged to respond to literature and concepts in a variety of ways. Research and inquiry are used to connect real life, world issues and literacy acquisition.

Exploration, inquiry, problem solving, dialogue, collecting, analyzing and evaluating data are processes and tools used to learn Math/Science. Students construct meaning by investigating questions of scientific and mathematical nature. We read, write, think, talk, and create throughout the day.

Thematics instruction integrates all traditional subject areas and exposes students to multiple points of view socially, historically and politically. Students, staff and families become active participants, listeners, doers, readers, writers, artists, scientists and thinkers. Mini lessons and dialogue focus around broad rotating themes, Mysteries, Heritage, and Global Issues. Art, music and technology are used as vehicles to explore, research, and express one self, understand the world and its diverse cultures, and discover who we are and what we can contribute. Service learning is incorporated into many concepts taught and applied in student performance tasks. Service Learning connects the Core Curriculum with the inherent caring and concern young people have for their world, whether on the school campus, at a local food bank, or in a distant rain forest. Service Learning activities are lifelong lessons for students and foster a stronger society for all. *(See appendix for more about Service Learning.)*

The community has opportunities to learn about and practice healthy, sustainable and fit lifestyles. Learning Extensions connect and go beyond, giving students opportunities to explore and apply skills and concepts in the real world. Students have opportunities to participate in Outside Field Experiences, Exploratories, Adventure Learning and Before/After School Enrichment Programs that will extend learning opportunities in all

curriculum areas. Learning Extensions will go beyond, apply, review and connect to the basic curriculum. They may take place off campus or after regular school hours.

There are Key Focus Areas: the Core Curriculum (Reading, Writing, Math, Science, Technology, Wellness, Fitness, Spanish, and the Arts), the integration of all which is Thematics, Adventure Learning, Learning Extensions, Exploratories, and building student success and relationships (the Village Support Team.)

These key focuses use tools, processes, flexible grouping, mentoring, and teams that help direct the learning. Many are interrelated and integrated, i.e., the Garden and Café builds community while engaging students in practicing reading and writing and math and science skills. An Adventure Learning trip builds community and creates stronger relationships while engaging in Environmental Science, Service Learning, journaling and wellness.

The focus on mini lessons, projects and activities during core curriculum time engage and activate students inquiry or put them in a state of disequilibrium that moves them forward in understanding basic skills or higher level thinking. The opportunities available to them through Adventure Learning, Exploratories, and Learning Extensions reviews, applies, and extends what they are learning during core time. *(See appendix for example of the process of teaching a lesson.)*

Staff is assigned a focus responsibility, be it Project Facilitator (responsible for learning extensions, enhancement and support for follow through of the core curriculum, Adventure Learning, Exploratories, Thematic Projects, Fitness...) or Core Facilitator (responsible for the core curriculum implementation, criterias and performance tasks lead instruction, feedback, assessment and follow through.)

Family and outside community involvement is encouraged and welcome during Core Learning, Adventure Learning, Exploratories, or Learning Extension Opportunities.

### **Flexible Grouping**

Flexible grouping of students is integral in the delivery and construction of curriculum.

The school consists of two communities, the North and the South consisting of students in the traditional grades of K-8 or ages 5-14. Our middle school population is referred to as the Elder Community, and our K-5/6 students are referred to as the North and South Communities. Students belong to this smaller community that meets at least twice a week, the North, the South, North Elders and South Elders.

Smaller groups of staff are teamed together to be the core support for each community. Parents have a connecting person(s) that they can go to for help. However staff consistently cross teams and work with all ages. Usually any staff member can

answer parent questions or direct them to the person that can assist them. A team of staff is designated to work with the whole school. This is usually the Lead Project Facilitators.

In each community staff and students fabricate K-8 families collaboratively. These groups will be for the entire year. The students rotate to different activities in these mixed age family groups. Students are also grouped by whom they are mentoring.

There are also age groupings for age appropriate activities: Center kids (5-7 year olds), Youngers (7-9 year olds), Olders (9-12 year olds), Elders (12-14 year olds.) Students also have opportunities to belong to clubs and activity groups.

Students move between groupings depending on interest, choice, skill and age appropriate activities. However, students stay with their respective communities (North or South) that they are originally placed in unless there are compelling reasons to move them.

### **Mentoring**

We are developing a strong mentoring program that connects families throughout their years at WVMS. Students sometimes move throughout their class lessons and activities in their mentor groups (families). A list of school families and tribes will be developed the first month of school. We will send home a copy for you.

### **Conferences**

Parent/staff/student conferences are scheduled three times a year. Students share their progress and staff celebrates student success. Plans are made collaboratively to work on what the individual child needs to work on. Conferences are crucial to the communication between staff and families. The conferences are scheduled in September, February, and June.

"The most fundamental goal of all educational evaluation is optimal instruction for all children and evaluation practices are only legitimate to the extent that they serve the goal." (*Routman*)

## **Assessment and Reporting Procedures for WVMS Students**

*Vision is worthless unless you act on it.*

- Goal Setting is done for each child in September, starting the second or third week of school.
- Assessments start in December.
- A three-way conference is scheduled for each family in January and February.
- Benchmark Cards are also completed. These share whole scores from the specific assessments.
- Spring Assessments start in May.
- A three-way conference is scheduled for each family in June.
- Benchmark cards and narratives are sent home.
- We also have working portfolios that parents can come in and look at any time.
- We also encourage parents to request a meeting about their child's progress if they are concerned.
- We also have pizza nights where parents, staff and students can have informal conversations about progress.

### **We exceed the District guidelines for formal benchmark work samples:**

- At least three formal reading assessments
  - At least six formal writing pieces
  - At least six formal math problem solving assessments
  - At least three formal science experiments
  - At least three formal speaking and listening assessments
  - At least three formal thematic project assessments
- Work samples are scored using state scoring guides.
  - Each certified staff member is compensated with regular district conference days since we hold our conferences at different times than the district calendar.

### **Staff Goals for students:**

- We expect students to exceed the state benchmark standards.
- We expect students to exceed their individual benchmarks and goals.
- We expect students to be self directed, organized, critical creative thinkers, life long learners, community contributors, self and community advocates.

# How Do I Volunteer?

## **We Love Volunteers!**

We have many fantastic opportunities for volunteers. Below are just a few of the opportunities available:

### **Literacy**

- ❖ Rapid Reading - One on one reading buddy
- ❖ Organizing & Maintaining our Literacy Center
- ❖ Writing With Kids

### **Support**

- ❖ Office Help
- ❖ Classroom Supplies
- ❖ Building Portfolios
- ❖ Costume Making
- ❖ Garden

### **Community Building**

- ❖ Organizing Parent Coffees
- ❖ Co-Facilitating Parent Meetings
- ❖ Planning Festivals, Parties, Etc.

### **Adventure Learning**

- ❖ Need Parent Help During School
- ❖ Mt. Biking
- ❖ Cross Country Skiing
- ❖ Field Trips
- ❖ Back Packing, Camping

### **Exploratories**

- ❖ Sharing a gift or a talent with a small groups of students
- ❖ Teaching students a craft or an art

Every school volunteer must fill out a Volunteer Application Packet. This is required by the Bend LaPine School District for the safety and welfare of the students. The packets are available at the Front Office at school - or on the Bend LaPine district website ([www.bend.k12.or.us](http://www.bend.k12.or.us)).

### **Fundraising:**

- ❖ Yearly Donation Letter
- ❖ Blues and Amuse - our community fundraising event
- ❖ eScrip.com
- ❖ Box Tops for Education ([boxtops4education.com](http://boxtops4education.com))
- ❖ Ray's Food Place (save your receipts and turn them into the school.)

Please see our school website ([westsidevillageonline.com](http://westsidevillageonline.com)), and read the NewsFlashes for more information on fundraising.

**Parent/Student Interest Learning Extensions (Enrichment Activities) - Lolli Gonzales**

<b>What?</b>	<b>Lead?</b>	<b>When?</b>
Orchestra	Julie Southwell	M: 3:35pm-4:20pm Beginners
		M: 4:25pm-5:10pm Intermediate
		W: 2:05pm-2:50pm Beginners
		W: 2:55pm-3:40pm Intermediate
Roots Music	Mark Ransom	W: 8:00am-9:00am
		F: 8:00am-9:00am
Guitar	Mark Ransom	Tu: 8:00am-9:00am
		Th: 8:00am-9:00am
Spanish Club	Rebecca Easton	Th: 3:30pm-5:30pm
Legos	Felicia Anderson	W: 2:00pm-3:00pm
Robotics	Jack Nicklaw	W: 2:00pm-3:00pm
WVMS Thespians	Lovely Lisa	M: 3:30pm-5:30pm
Care for K's	Staff	M, Tu, Th, F: 12:15pm-3:30pm
		W: 12:15pm-2:00pm
Tutoring Club	TBA	TBA-After School
After School Program	TBA	TBA
Gardening Club	Leslie Freeman	TBA-After School
Culinary Club	TBA	TBA
Kids Inc.	Valerie Anderson	Daily After School

# Most Commonly Asked Questions

**What is Rapid Reading? How does it work? What are the steps? What should parents expect and do?**

Rapid Reading is a program where our elders (6<sup>th</sup>-8<sup>th</sup> graders) read with our center kids (kindergarten and 1<sup>st</sup> graders) and other beginning readers. Each center kid has a reading buddy and they meet twice a week and read together. This is a great opportunity for the younger student to make a connection with an elder, who often becomes a friend and advocate for their reading buddy. Rapid Reading is only a small part of our reading program.

Each child brings home the book to practice reading at home. The child returns the book by the next Rapid Reading day. Families are also welcome to self-select a book to bring home on non Rapid Reading days. Parents should expect a new book to come home twice a week. Parents can help their child practice reading the book and help their child return it to school.

## Rapid Reading Steps

- ◆ Child selects a book at his or her level. See Ms. P or Ms. Jill if there are questions.
- ◆ Read the title to the child.
  - Chat about what book might be about, look at the cover, and make predictions.
- ◆ Picture walk.
  - Tell me about the book by just looking at the pictures.
- ◆ Read the book for the first time.
  - A child that knows how to read may read it with you or you may read it to an early emergent reader.
  - Instruction time ...have the child point to each word as he/she reads ... use picture clues, initial sounds, ending sounds, does it look right, sound right, make sense.
- ◆ Read the book a second time.
  - Read book to me so it sounds like talking.
- ◆ Have the student select his/her favorite page.
- ◆ Write favorite page.
  - Give a few writing strategies, similar to reading strategies... initial/ending sounds, two finger spaces.
  - Early emergent writers may need more support.
- ◆ Write the sentence on a sentence strip.
  - Cut up the sentence strip, mix up the words and have the reader put them in order. The child glues them into their folder.
  - At the end of the Rapid Reading time, walk your reader back to class and help him/her put the book in the cubby and/or backpack.

**What is the "ideal" drop-off procedure for kids?**

Students can be dropped off at any of the streets surrounding the school, except Lexington Ave. and the school bus zone. Parents can park in the neighborhood but not on Lexington Ave. or in the bus zone. Please wait for the Crossing Guard to cross the street before and after school.

**What is the "ideal" pick-up procedure for kids?**

Younger students should be picked up in the Front Hall of the school. Older students can walk to meet their ride, or walk home if they have permission.

**If the pick up person has an emergency and can't get to school on time, what should they do?**

If the pick-up person has an emergency or will be late, he/she should call the office and let the staff know. The staff will let the student know and make a plan that fits the individual needs of the student and the situation. This could be waiting in the classroom, going to recess, eating lunch, joining the afternoon activities, etc.

**School Breakfast and Lunch Program**

We participate in the federal school breakfast and lunch program. The menus are sent home every month. The menu is also available to view on the Bend LaPine School District Website ([www.bend.k12.or.us](http://www.bend.k12.or.us)). The food served is healthy, however suggestions from parents are always sent to the District Office. Our ultimate goal is to provide our own school lunch using organic and whole foods.

**When can Kindergarteners stay longer?**

We offer a "Care for K's" Enrichment Activities Program. Kindergarteners are integrated into regularly scheduled programs where they are provided opportunities to explore, communicate and create in a fun and supportive environment during their extended day. Kindergarteners who are enrolled in the program will finish their day at the same time as all other WVMS students. Please see the additional information regarding Parent/Student Interest Learning Extensions (Enrichment Activities) in the handbook.

**If a Student is having a problem at school, what should he/she do?**

If a student is having a problem at school, and the problem comes up at home, the parent can talk to one of their child's Lead facilitator. We will work together to help solve the problem.

**What should an adult who sees or witnesses an inappropriate behavior of a WVMS Community Member? (i.e. is it ok for a parent to approach kids they don't know if something is going on and there is no staff member around?)**

The most important thing to ask yourself, "Do I need to intervene now because of safety? If so, use your best judgment and ask a student in the vicinity to go and get a staff member for help. Make sure you tell Wendy about it.

If not, find a facilitator immediately. Explain the situation and ask staff to follow through.

If you have a relationship with the student, feel free to interact and redirect.

**What should my child bring on a field trip? Are parents welcome to volunteer?**

What a student needs to bring depends on the field experience or activity and a list is included on the permission slip or letter describing the outing. We love to have parents join us on field trips and adventure learning!

**What is the parent community? And what are parent community meetings about?**

See the section in your handbook on Village Support.

**What is required of parents regarding: Volunteering, Donating, etc.?**

We ask parents to do their best in giving time, energy and money to WVMS.

**What should anyone who has an idea/suggestion do with them?**

Put your idea/suggestion in a note or e-mail to Wendy or hand it in to the Front Office.

**What should be expected the first day of school?**

It is a crazy, busy, and fun day ☺ organizing students and their stuff and acclimating student to the climate of WVMS. Students need to circle up in their community. The lists are posted and ask any staff member for help. Parents may circle up with their child if there is room on the carpet. ☺ Pictures are okay! And if a child is upset, please ask a staff member for help. Most children and parents new to an environment become emotional and scared on the first day. It is natural. We will do our best to put you at ease.

**How does the school know a student is in school?**

At the beginning of the day, students sign in on a designated attendance computer in their community. A facilitator checks the list and turns in a list of the students who are absent to the office. The office then calls a student's home if he/she is absent and we haven't been informed. If a student leaves school early, the parent or guardian must sign the student out in the office.

WVMS participates in commute options. Students can earn points by walking, riding a bike or carpooling to school. When a student signs in, he/she designates whether they commuted or not. Rewards will be given to commuters at the end of the school year.

### **Should kids bring their own snack?**

Students are welcome to bring their own healthy snack. We also provide a healthy community snack for students who need one or choose to eat community snack. We ask that all parents donate to our community snack. Community snack is a healthy snack that is donated by families and the school for students who need a snack. Some students choose to eat community snack daily and we encourage them to donate a snack if possible.

### **What is sharing?**

Sharing is a time when a student can share an item from home or school that is important to him/her or connects to our learning. Currently, we have sharing on Monday thru Friday at the beginning of the day if the sharing is related to our school theme. There is also sharing on Friday at the beginning of the day for all other sharing items. This is a great time for younger students to practice speaking and listening skills.

### **Can any student share?**

Sharing is for any age. Students that are younger especially enjoy sharing items.

### **Are certain things not allowed for sharing?**

We encourage students to share items that are connected to our learning. Items that are not allowed in school will also not be allowed for sharing.

### **What is the school's sickness policy?**

If your child has a fever, lice or something a physician has claimed contagious, we ask that the child stay at home. When a child is sick they cannot focus on their schoolwork so we will catch them up when they are healthy. If the sickness is long term, then the family needs to make a plan with the Lead Facilitators.

### **What are parents required to do if a child will miss school?**

If a child will miss school, we ask that you call the office in the morning to let the staff know that your child will be absent.

### **If I have more questions whom do I contact?**

If you have more questions, please contact Wendy Winchel at [wendy.winchel@bend.k12.or.us](mailto:wendy.winchel@bend.k12.or.us) or call 383-6205.

# Glossary of Curriculum Terms

**Criteria** - a list of skills and elements a learner uses to complete a project of activity.

**Mini Lessons** - given by facilitators to learners that introduces and/or extends basic skills and concepts (short lectures, demonstrations, readings, or examples).

**Writer's Workshop** - a scheduled part of the week where the learner is exposed to English mini lessons and the writing process is developed through a student's own written language

**Reader's Workshop and Literature Studies** - a scheduled part of the week where the learner is exposed to many forms of literature and English mini lessons. The student may participate in a Guided Reading group, Phonics Journal, Reading one on one with an adult, Independent Readers Workshop Journal, Literature Response Log, Author's Study or Book Club groups.

**Thematic Studies** - a scheduled time in the day when all traditional subject areas (English, Science, Social Sciences, the Arts, Spanish and Sign, PE, etc.) are integrated using a theme. Mini lessons are taught frequently, emphasizing the essential skills and concepts. Art is used as a vehicle to make connections and share understanding.

**Math/Science** - a scheduled time in the day where the learner investigates math and science concepts. Students come to understand and apply the math/science process and concepts by building concrete models to construct understanding and investigating questions of a scientific nature. Students participate in Math/Science Investigations, Math Problem Solving, Science Inquiry (experiments), and Design Technology.

**Wellness** - a scheduled time in the week when the learner is exposed to learning opportunities in relation to a theme that integrate health, fitness, nutrition and music.

**Fitness** - a scheduled time in the day (M, TU, Th & F) when the learner is actively involved in a variety of fitness activities ranging from traditional sports to yoga and dance.

**Exploratories** - Extended Learning Opportunities that may take the learner off campus and involve them in the community and the environment.

**Adventure Learning**- Extended Learning Opportunities that focus on recreational activities in Central Oregon. It is a rite of passage for the older students.

**Centers** - these students are our youngest community members, typically kindergarten and 1<sup>st</sup> graders. Sometimes second graders also join this group.

**Youngers-** these students are typically 2<sup>nd</sup> and 3<sup>rd</sup> graders. Sometimes first and fourth graders join this group.

**Olders-** these students are typically 4<sup>th</sup> and 5<sup>th</sup> graders. Many times 6<sup>th</sup> graders join this group.

**Elders-** these are the oldest members of our community. They are typically 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders.

**Circle up** - means to gather in a group on the carpet or on the bleachers.

**Playlab-** this is an area designed for the center kids to intersect and learn through play

**Project Rooms-** where many of the hands on projects happen.

**Community Room** - the center of the communities.

**Commons** - The area in between the communities - currently where cubbies are located.

**Outside Mods** - Where our Play Lab and Music Lab are currently located.

**Green Room** - The room off of the rotunda, adjacent to the stage.

## Special Westside Village Dates to add to your calendar!

September 10	Early Release Begins Every Wednesday @ 2:00 PM
September 11 & 12	Elder Camping at Wildcat Campground, Prineville
October 8 <sup>th</sup>	Village Grill Fundraiser
October 9-10	No school
October 14 & 15	Elder Opal Creek Trip
October 16	Picture Day
October 31	Harvest Festival
November 11	Veteran's Day - No School
November 21 - 28	Thanksgiving Break - No School
December 22 - January 2	Winter Break - No School
January 19	Martin Luther King Day - No School
February 1	End of first Semester at WVMS
February 16	President's Day - No School
March 23 - 27	Spring Break No School
April 14	Start day for TESA (computerized testing)
May 25	Memorial Day - No School
May 26-28 or May 28-29	Tentative Beach Trip
June 11	Last Day of School - out at noon

**We may adjust the dates and add concerts, celebrations and pizza parties to your year!**

## September 2008

Our family \_\_\_\_\_  
(Family signature)

understands the contents of the handbook or we have the following questions and would like someone to call us.

Questions or comments: