



# Community Handbook 2018-2019



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# Philosophy & Mission

## Vision

We are an innovative school that invites children, teachers and parents to collaborate as a community to inspire and celebrate the adventure of learning.

## Mission

The mission of Wildflower Open Classroom is to enable students to flourish through the use of innovative curriculum and instruction that empowers them to reach their innate intellectual, creative, and leadership potentials. Wildflower provides an integrated thematic learning environment in which our community strives to create self-motivated, competent, and lifelong learners. We are committed to the celebration of diversity, stewardship of the earth, positive interpersonal relationships, appreciation of the arts, and academic excellence. We strive to create a supportive student-centered learning environment that provides a standards-based curriculum where students can work both independently and cooperatively with others. We endeavor to educate the “whole child” by addressing the cognitive, social, emotional, and physical needs of our students.

## Philosophy

The Open Classroom philosophy asserts that students learn most effectively when they are immersed in authentic learning experiences where they can:

- Practice self-reliance
- Assume responsibility for their individual learning
- Develop positive self-esteem and confidence
- Experience decision-making opportunities
- Learn cooperatively in multi-aged settings
- Identify connections between academic subjects and the outside world through an integrated thematic approach

- Receive guidance and support from caring, licensed teachers
- Receive support from parents who actively participate in classroom activities and program operation

## How Learning Best Occurs

The Wildflower Open Classroom philosophy puts the needs of the child first and foremost while integrating a high level of family involvement. Each classroom setting is unique, reflecting the personalities of the teacher and students and unified by the following philosophies and principles:

- Every person in the learning community – every teacher, parent, and child – plays a role in creating and maintaining a meaningful, purposeful learning environment
- Teachers will use a combination of collaborative, project-based, and direct instruction that includes the whole class, groups (small and large) and individual instruction
- Teachers use Integrated Thematic Curriculum, organizing learning around themes incorporating all academic areas
- Parents assist (“co-op”) in the classroom, which gives students more individualized attention from both parents and teachers
- Multi-age/grade or blended classrooms offer the following advantages:
  - ▶ Opportunities for leadership roles for students
  - ▶ Time to develop student-teacher relationships and academic goals
  - ▶ Allows for struggling and less mature students to study in groups and more time and support for growth
  - ▶ Every child is seen as an individual, with his or her social, emotional, creative, cognitive and physical growth and development being considered and nurtured at the same

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time academic needs are being addressed

## Children Learn Best When...

- They are cared for in nurturing, safe, and supportive environments
- They are actively involved in their learning, using hands-on, engaging manipulative materials, and constructing their own understanding
- They help decide what they learn based on curiosity, interests, needs, and desires, resulting in intrinsic motivation
- They are free to learn at their own pace and in their own style
- Their social and emotional needs are satisfied
- They are valued for their unique learning abilities and styles
- They take frequent field trips to explore new places and to experience different activities, people, and environments
- They are mixed with other students of different ages and abilities and can learn from one another

## Teaching & Learning Strategies

The Open Classroom is a community of learners. Students, parents and teachers will share the roles of teacher and learner, with teacher guidance.

The diversity of backgrounds and experience that students, parents and teachers bring to the classroom enrich the entire Open Classroom community. Classrooms are not isolated from the learning of the community. Multi-age classrooms collaborate on a daily basis with each other.

Collaboration between students, parents, teachers and other community partners is an essential element of what makes the Open Classroom program unique and strong.

Observing and asking questions are key elements of how students, parents and teachers approach teaching and learning. Open-ended and higher-level thinking questions allow learners the opportunity to actively reflect on their learning or behavior, rather than passively receiving information. Students and parents are encouraged to ask questions and propose ideas for learning activities that interest them or that they wish for the whole class. Students and parents are encouraged and supported to be active in their learning. Teachers use Integrated Thematic Curriculum as a basis for collaborative, hands-on learning.

## Core Values

The Wildflower Open Classroom founding members identified eight core values that serve as the guiding principles for all actions and decisions made by the WOC community, including Board Members, Administration, Teachers, Parents, Students, and Community Volunteers.

### Collaboration means...

A learning community where all voices are heard (parents, teachers, kids, staff, administration and board). Community members are open to ideas, empower others, and work as a team to come up with best possible solutions/outcomes/curriculums, etc. All are accountable for their role as a positive participant.

### Community means...

Belonging to a group that works together and has empathy, compassion and consideration for each other. Feeling part of a whole, and working for the good of the whole. We rely on and support one another. We have traditions, we play and celebrate together, and we consider how our actions affect others in our community. We see our school as one part of our larger (town, state, nation, world) community.

### Stewardship means...

Being the example you wish to see. Caring for people, environment (school and earth), and

## Philosophy & Mission

our community with the joint goal of prosperity and success. As stewards, we provide service to others and the environment by using resources productively and with good intentions. We teach and practice eco-awareness and connectivity to our planet.

### **Joy and Adventure of Learning means...**

Successes and failures both contribute to personal and academic growth. Part of the excitement of learning is the challenge of risk taking and the discovery that happens when one reflects on this action. We will implement this guiding principle through active hands-on learning, encouraging individual learning styles, openness and change. Kids will be engaged in real life experiences while having fun and getting dirty.

### **Integrity means...**

Remaining true to values and philosophy. Standing up for the vision and intent of our school. Acting with trust, honest intent and respect for self, others and environment. With integrity, we continue working towards our goals, constantly assessing and correcting to remain truthful to our prescribed values.

### **Personal Responsibility means...**

Taking the initiative to care for our community. We accomplish this by being truthful to ourselves, accepting the consequences of our actions, and doing our jobs to the best of our ability. Our goal is a community made up of self-motivated, accountable individuals taking pride in their work.

### **Being Respectful means...**

Creating a safe place where kids, staff and parents listen and speak with care, openness, and compassion. Our community is open to differences, and willing to see situations from others' viewpoints, learning from each other as we work toward shared solutions. A willingness to be "wrong" and to always

consider how your words and actions are affecting those in your community.

### **Positive Communication/Honesty means...**

All voices are valued, heard and considered. Discussing issues where the common goal is resolution and satisfaction for all parties. Acknowledging the efforts of others and being willing to engage in conversations of all types (good and bad). Positive communication includes safe, honest and direct discussions/statements where all parties take initiative and seek to understand one another's points of view. Positive communication involves shared outcomes and productive results.

## What You Will See at Wildflower

Wildflower Open Classroom is a public, k-8, tuition-free charter school. Our curriculum is based on the long standing open classroom philosophy first seen in British infant schools in the early 1960's. Our program promotes the education of the whole child, using project-based, constructivist learning in multi-aged, small learning communities that are connected to the larger community and world. As you walk through our school, you will notice differences in our classrooms that are based on, and integral to, our alternative curriculum.

**You will see parent and community co-ops in the classroom, working directly with children in large and small groups.**

**Why is this important to our school?**

The WOC philosophy asserts that school life and home life are integral to the success of each child. Parent and community co-ops are welcomed into the classroom, and encouraged to use their interests and expertise to develop and implement lessons. Students learn to see themselves as cooperative learners, part of a larger community. The teacher is not the "deliverer" of knowledge, but a partner in learning.

**You will see teachers and co-ops addressed by children using first names.**

**Why is this important to our school?**

Collaborative learning and the vision of a school made up of learning partners (students, co-ops, teachers, staff) is integral to the Wildflower philosophy. Children are taught to see adults as partners in the learning process. In addition, respect is an important foundation of the open classroom. It is important for children to understand that respect comes from the way we treat each other, not the titles that we use for them. Respect is mutual and expected.

**You will see multi-age classrooms and all school interactions.**

**Why is this important to our school?**

A collaborative learning community requires interaction between students of many ages and skill levels. Within the classroom, multi-age grouping allows for individual development of students and opportunities for leadership.

Outside of the classroom, the same opportunities exist. Students and parents at Wildflower notice the increased ability of students to work with others regardless of age and grade.

**You will see mobility in the classroom- Children working individually, in groups, at tables, on the floor, moving from one location and situation to another as appropriate.**

**Why is this important to our school?**

Students are expected to take responsibility for their learning and themselves. Within the structured day, there is much opportunity for mobility. Students choose which "commitments" they will work on, which tasks they will complete. Students are encouraged to understand how they learn and work best, and are allowed to work in various locations and groups as they complete their work. For many, this appears to be chaotic. In fact, a well-run open classroom has a very specific method and routines that are well understood and followed by students.

**You will see parents involved in developing curriculum and working collaboratively in the school decision making process.**

**Why is this important to our school?**

The collaborative learning process requires buy-in from the community. Parents are involved in doing the work of the school. Parents are also asked to help shape and develop the future of the school. Parents, teachers, students, and administrators see themselves as a team who work together to provide learning experiences for the community.

# The School Day

## Daily Schedule

School begins promptly at 8:30 a.m. for all grades. Students have a morning break between 10:00 and 10:20. The lunch break including outside activity runs from 12:00 to 12:45 for 1-6 and 11:30-12:15 for 7-8. An afternoon break is optional for classrooms and at the discretion of each classroom teacher. Please note, the middle school students do not take a morning break as they have physical education daily.

Grade	Start	Break	Lunch	End
K	8:30	10:00-10:20	-	12:00
1-6	8:30	10:00-10:20	12:00-12:45	2:45
7-8	8:30	-	11:30-12:15	2:45

## Calendar

The annual school calendar is distributed prior to the beginning of each school year. The school calendar can also be accessed at the school website: [wildflowerschool.com](http://wildflowerschool.com).

## Attendance

Please make every effort to have your children on time for school each day. It is important to the classroom environment that activities begin at **8:30 AM**. Students who are tardy must visit the office for a tardy slip before going to class, so that they are not marked absent for the day.

There is a direct correlation between consistent attendance and success in school. Attendance in a public school is compulsory in California and in addition to the educational and fiscal ramifications, there are legal consequences for excessive absences. Attendance is recorded each day and becomes part of your child's cumulative school records. Daily attendance is an integral part of ensuring your child receives the maximum benefit of a Wildflower educational experience.

Excessive absences or tardies may be grounds for truancy proceedings. Chronic absenteeism is 10% of possible instruction days. Example 10% of 180 days = 18 days absent or tardy. The Attendance Support Team will review student

attendance regularly and communicate with students, parents and teachers as it becomes necessary.

A copy of the full attendance policy can be obtained in the school office.

## Illnesses

Please notify the office by phone (leave a message) or email in the morning if your child will be absent due to illness. If absences due to illness become excessive, the office staff will request a doctor's note to excuse further absences.

## Nutrition & Lunch

Wildflower does not currently offer a lunch program. All first through eighth grade students must bring a healthy lunch to school.

Kindergarten students may bring a snack but do not eat lunch at school. Microwaves are **not** available for student use. Please attempt to send your child's lunch in a re-usable container to reduce waste at school.

Nutritional research increasingly demonstrates that there is a direct correlation between good nutrition and healthy bodies and minds. Numerous studies show that well-nourished students tend to be better students, while poorly nourished students do not perform as well academically. Lunch foods high in protein with limited additives and only natural sugars (i.e. fruit) helps create a calm, focused child.

Foods that are highly processed, sugary, low nutrient fast or "junk" foods which fill the body with excess empty calories are a barrier to learning. Children are also more negatively impacted by the chemicals and additives in foods than adults, because the toxins become more concentrated on a pound for pound basis. The results are fatigue, difficulty with concentration, reoccurring headaches and/or a vague sense of not feeling well. Avoiding processed flours, sugars, additives and chemicals can make all the difference.

# The School Day

Please **exclude** the following from your child's lunch and snacks:

- Soda
- Candy or Junk Food

Please **attempt to limit** the following from your child's lunch and snacks:

- Sugared foods
- Highly processed foods
- Juice that isn't 100% juice
- Foods with excessive additives and preservatives
- Food items difficult to open or use

## Appropriate Dress

Students at WOC are engaged in a variety of activities both inside and outside the classroom on a daily basis. Physical education and movement are part of the daily routine. It is important that students dress in clothing and shoes that do not impede their work and activity.

Wildflower staff realizes that a child's dress can be a reflection of an individual's unique spirit. However, there are also types of dress that are a distraction to the school environment and the learning process. Students are expected to wear clothing that is neat, clean and appropriate for school. Parents may be contacted to bring a more appropriate change of clothing for their child if needed.

Staff, volunteers and visitors are also expected to dress in a manner that is not disruptive to the learning environment.

## Medication

Please notify the office if your child is taking any medication. If the medicine is to be taken at school, the office staff must receive a Medication Authorization Form, signed by the prescribing physician, on file in the office. Blank forms are available in the office.

For the safety of our students, staff **may not** provide any medication to students, or allow students to self-administer medication, without a

Medication Authorization Form signed by the student's physician on file in the office. **This includes over the counter medication of any kind.**

## Field Trips

Field trips are an important part of a Wildflower educational experience and in most cases, are tied to classroom curriculum. Field trips provide students with exposure to the world and an opportunity to expand their natural curiosity and drive to explore. Field trip permission slips will be sent home with students prior to each field trip and must be returned by the date on the slip for a student to attend. Teachers may request a donation from families to pay for a field trip. Families who find this donation to be a hardship should contact the office for accommodations.

Parents, guardians, teachers, or other community members may volunteer to drive on field trips, but must be approved by the office staff. To be authorized to drive on field trips, each driver must turn in a Driver Information Form and proof of drivers insurance that shows adequate liability coverage amounts. Form and details are available in the office.

## Items from Home

In general, it is best to limit the amount of items your child carries to and from school. As much as developmentally possible, a child should be responsible for packing and preparing to depart for school. Items coming to school should, for the most part, be educational items. Please refrain from sending the following items to school with your child:

- **Toys.** If your child would like to share, we suggest a favorite book, an item from nature, a souvenir from a trip or something he/she has made.
- **Cell phones.** All cell phones and other electronic devices are prohibited for use by Wildflower students during school hours.

## Lost & Found

The open classroom approach to learning encourages independence and responsibility. Children should, at a very young age, begin to keep track of all their items coming to and from

# The School Day

school. To aide in this process, it is helpful if you label all of your child's belongings. In the event that items do go missing, lost and found bins are located in labeled bins outside and small trinkets or electronics are in the office. Please

check regularly for missing items. The lost and found items are boxed up and donated to Goodwill or a like organization on a monthly basis.

## Visitor Procedures

All visitors, including parents, must always check in to the office directly upon arriving on campus. After you sign in you will receive a visitor's badge. Please remember to return the visitors badge and sign out upon your departure. This is a matter of school safety and security.

## Emergency Procedures

Emergency drills take place once per month, for code red, earthquake and fire readiness. Emergency procedures and an emergency evacuation map are posted near the door in each classroom. Fire alarms and fire extinguishers are located in each classroom and in other locations throughout the campus.

## Independent Study

Students who have temporary educational needs outside of the regular classroom setting may be eligible for independent study. Independent study provides equivalent quality and quantity of assignments as classroom instruction. Parents or guardians should contact the student's teacher and the school office to set up independent study. All work must be completed when the student returns to school.

## Technology/Internet Use

Technology is used at Wildflower as a support to classroom instruction. Its use varies depending on the age of a student and its relevance to curriculum and instruction. Students are expected to follow the technology and internet use expectations. The internet is filtered for student safety and security. Technology use is a privilege and may be revoked if misused.

A copy of the full technology/internet use policy can be obtained in the school office.

## Individuals with Disabilities

The Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the students, but also to all individuals who have access to Wildflower programs and facilities.

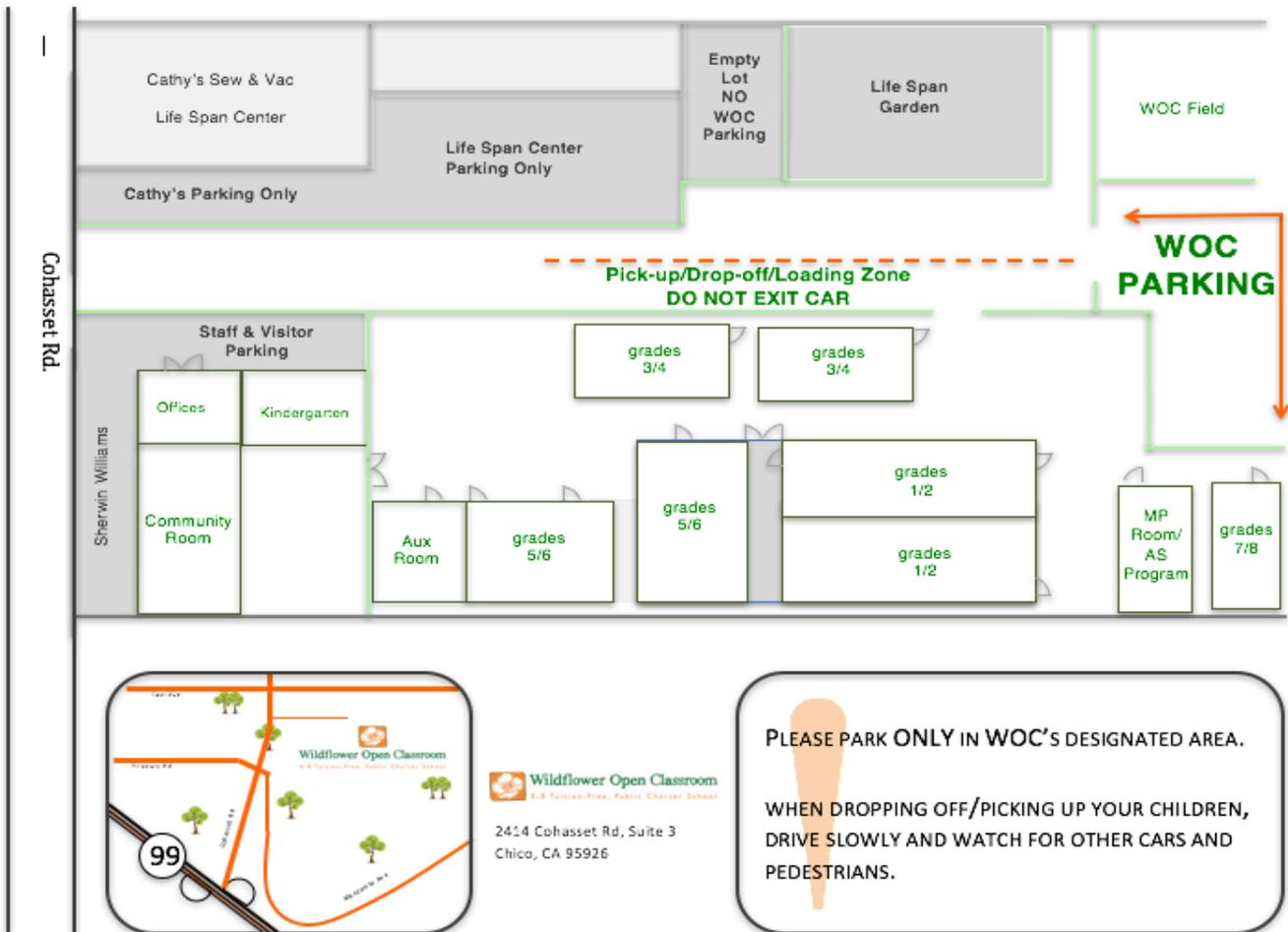
A student can access special education services through the proper procedures. Contact the school director to inquire about evaluation procedures and special education programs.

## Conflict Resolution Process

The purpose of the Concern and Conflict Resolution Process is to address and resolve concerns and conflicts as they arise in an amicable and fair manner. It is important that concerns, questions and conflicts are addressed as they arise and in a timely fashion. Community members should go to the source of the concern and make every effort to resolve it in a reasonable and peaceful manner. If a board member is contacted regarding a conflict or concern, the board member will contact the school director and direct the individual to the Concern and Conflict Resolution Process.

A copy of the full Conflict Resolution Process can be obtained in the school office in the Annual Notices to Parents packet.

# School Map & Parking



Please drive very slowly when arriving and departing the school. It is also very important that Wildflower community members and guests park only in our designated lot. Please make every effort to be good neighbors and adhere to the following rules regarding parking and driving at Wildflower:

- Please drive slowly from Cohasset Road to the Wildflower parking lot. Best rule of thumb is to creep along at 5 MPH.
- Please turn right to exit onto Cohasset. Please do not exit through the parking lot in front of Cathy's Sew and Vac. Exit only through the drive directly on to Cohasset Road.
- Please do not park in the parking lot across from the school's front gate.

- The Wildflower parking lot is located in the back of the campus. Please park in the Wildflower parking lot.
- The area in front of the main Wildflower gate is a designated fire zone. **This area is for quick pick-up and drop-off of students.** Please do not park in the fire zone. Those who park in the fire zone may be ticketed.

Please practice these procedures at all times and make every effort to make arrival and departure a safe experience for our children and community members.

# Co-oping and Volunteering

Parent participation in the classroom and the school is an essential feature of the open classroom philosophy. It is probably the most distinctive feature of our school and you will find that parents generally take their co-oping/volunteer responsibilities very seriously. There is an expectation that families will volunteer (co-oping/volunteering) at least 75 hours per year.

## **In-Class Co-oping**

Parents are asked to co-op in the classroom for two hours per week, generally at the same time each week. This provides an important resource upon which teachers rely; parent co-oping is a key part of the classroom curriculum and co-ops are actively involved in the classroom.

Co-oping also keeps parents informed about and involved in their child's education. We have also found that students thrive on having a parent or another adult they know in the classroom helping them and their friends. Much of what really works at WOC relates to co-oping in the classroom. Each class has a Classroom Co-op Coordinator to coordinate co-oping matters.

Co-ops should be actively involved in the classroom. They are expected to:

- Complete their co-oping requirements by arriving on time and prepared to work in the classroom
- Be willing to be a learner
- Take responsibility and be "on task"
- Plan curriculum enhancement activities with the teacher
- Maintain positive and respectful interactions with students

When interacting with children, co-ops are expected to:

- Listen to children attentively and speak respectfully
- Ask questions that encourage independent thinking
- Encourage children to listen and learn from each other
- State expectations clearly and reasonably
- Encourage self-control rather than try to impose control

If parents cannot fulfill their scheduled co-oping time due to illness or for other reasons, it is their responsibility to find a replacement so the classroom teacher is not shorthanded. Co-oping reps will help this process by distributing a list of co-ops available to substitute.

## **Learning to Co-op**

Learning how to co-op can be exciting and overwhelming all at the same time. Classroom teachers, as well as seasoned co-ops, are ready, willing and able to teach parents new to the classroom, techniques, strategies, and philosophically sound practices to make the co-oping experience successful and enjoyable. The co-oping experience may seem a bit intimidating at the beginning, but parents are welcomed wholeheartedly by the students and classroom teacher. We are all learners together in our community, and each person's role is to support his or her own learning and the learning of others. Teachers will guide new co-ops through their first classroom co-oping sessions, and follow through with thoughtful conversations about the experience.

Co-ops may assist the teacher in carrying out an activity planned by the teacher or might be encouraged to share their own interests, hobbies, or areas of expertise with the students. If you are hesitant or feel nervous about co-oping, please communicate this to your classroom teacher. Our intent is to make you feel at ease with your experience.

## **Out of Classroom Volunteering**

If you are unable to co-op in the classroom, there are a variety of other opportunities to contribute to the school outside the classroom. If this is the case, you may contact your child's classroom teacher, office staff or the Wildflower Community Council for a list of volunteer opportunities.

Some of these opportunities include working on various Wildflower Community Council committees and projects, field trip driving and yard and school beautification.

## Community & Communication

### Board of Directors

WOC is governed by a board of directors made up of parents and community members. Board members serve the constituents of the organization by ensuring that there is competent leadership and adequate resources available to accomplish the mission of Wildflower Open Classroom.

The Wildflower Board of Directors meetings occur on the third Wednesday of each month. Meetings begin at 6:00 p.m. All WOC community members are encouraged to attend these board meetings. Please check the WOC website for up-to-date meeting information.

### Wildflower Community Council

The Wildflower Community Council (WCC) represents all members of the Wildflower Community: parents, guardians, children, teachers and staff.

The WCC meets three times during the school year (fall, winter and spring) at the WOC campus in the evening.

All Wildflower community members are welcome and encouraged to attend meetings and to join in on the various committees.

### Student Directory

A student directory is available to community members only. The directory is distributed in the weekly e-newsletter. Families who do not have access to email may pick up a hard copy of the directory in the office. The directory is subject to change and will only display contact information for those families who opted to be included in the directory.

### Classroom Orientations

Individual classroom orientations are held at the beginning of each year. Classroom orientations are designed to inform and educate parents on the Wildflower philosophy and the classroom structure and organization. Orientations are a valuable opportunity for parents to become familiar with their child's teacher and learning environment. It is very important that all parents attend their child's orientation. Please see the Wildflower calendar on the website for the dates and times of your child's classroom orientation.

### Staying Informed

As Wildflower is a very active community, it is important to stay informed. Please read the weekly e-newsletter which details upcoming events. If you do not have access to email, please contact the office and a hard copy will be either mailed or sent home with your child. Additional ways to be involved and stay informed include:

- Email communications from the school
- Notifications sent home with students
- Wildflower Community Council (WCC)
- Board of Directors meetings
- School website
- Wildflower Facebook page

### Resource Library

The parent & community resource library is housed in the school office. Resources include books and videos pertaining to parenting, open classroom philosophy and many other topics relevant to a Wildflower educational experience. Resources may be checked out and taken home.

### Donations

Families may help Wildflower by donating supplies or funds to the school. Those who would like to donate materials for the classroom should contact the classroom teacher and ask if the materials are needed. Most teachers have wish lists as well.

Monetary donations are accepted in the office by check, in cash, credit, or via our PayPal donation button on the website. Recurring donations may also be set up through PayPal on the website or via an ACH form, available in the office or on the website.

Visit [www.wildflowerschool.com/friends](http://www.wildflowerschool.com/friends) for more information.

# Behavior Expectations

## Behavior Expectations

Students will support the learning environment by agreeing to follow the behavior expectations, completing quality work, and responding appropriately to what is asked of them by Wildflower staff and volunteers. Students will complete their commitments and work cooperatively and in a timely manner. Parents and guardians are asked to support and reinforce the Wildflower behavior expectations both at home and while volunteering at school. Wildflower students are expected to adhere to the following behavior expectations:

- Use appropriate and polite language
- Actively listen to those speaking
- Respectfully respond and follow directions
- Take care of the classroom and school environment
- Be kind and inclusive
- Support the learning environment and school community
- Complete quality work in a timely manner

A copy of the full behavior expectations can be obtained in the school office and will be distributed to all families annually.

## Discipline

Discipline is an important part of growing up and it plays a role in the education of the whole child. Building self-discipline, establishing a sense of order and rhythm and understanding the consequences of behavior are important to a student's growth and education. The purpose of discipline is to meet the individual needs of the student and the overall needs of the student body.

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Wildflower. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

A copy of the full suspension and expulsion due process policy can be obtained in the school office and will be distributed to all families annually.

## Non-Discrimination/Harassment

WOC programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Directors shall ensure equal opportunities for all students in admission and access to educational programs. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

A copy of the full non-discrimination/harassment policy can be obtained in the school office and will be distributed to all families annually.

# Assessment

## Classroom Assessment

In general, the open classroom philosophy does not emphasize traditional standardized methods of testing. The majority of student assessment takes place using a continuum of developmentally appropriate forms of classroom-based assessment. These assessments are designed to more authentically assess a student's growth and provide more meaningful and timely feedback. The outcome is many times not a score, but a revelation with direct feedback to provide improvement and further inquiry or remediation. Commonly used assessments at Wildflower include:

- Teacher and student made rubrics
- Portfolios of student work
- Teacher observations of student presentations, projects and work
- Self-correcting materials
- Verbal assessments to show mastery

## SEED

The Student Evaluation of Educational Development (SEED) was developed to assess student achievement on a continuum reflective of the Wildflower curriculum. The evaluation is also aligned with the Wildflower guiding principles and core values. The physical document is referred to as the SEED packet. The conferences and goal setting meetings are referred to as the SEED process.

The SEED packet consists of developmental continuums in math, writing, reading, and character development. Students are placed on the continuum based on achievement. The categories for the continuum are:

- Planted or Pre-emergent.
- Seedling or Emergent.
- Growing or Developing
- Blossoming or Attaining Knowledge

Parents and teachers (and at certain grade levels, students) meet twice a year to review the SEED packet, discuss progress and set goals for the future. At the end of the academic year each teacher creates a summative narrative which is sent home with the finalized SEED packet.

## Standardized Assessment

To meet state requirements and better provide a general picture for our families and the larger community of stakeholders, WOC students do engage in standardized assessments at certain points throughout the year:

The *Performance Series Assessment* is administered to students in the third through eighth grade, both in the fall and spring of each academic year. This assessment illustrates growth in certain skill sets over the course of the academic year. Students are assessed in the areas of reading and mathematics. The Performance Series Assessment is nationally normed and aligned with the California Content Standards.

The *California Assessment of Student Performance and Progress* (CAASPP) is the California Department of Education's state standardized test. It is administered once in the spring of each year. It assesses each student by grade level in their ability to demonstrate skills that relate to the California Content Standards. The CAASPP test is administered to all students in grades three through eight in the subjects of English/Language Arts and Mathematics. In addition, students in grades five and eight are assessed in science. Individual scores are sent home via the mail. An appointment may be made to discuss individual student results with school staff.

# Admissions & Enrollment

## Admissions

The goal of the WOC admissions policy is to attract, enroll and retain the broadest spectrum of students and families representative of the rich diversity existing in the county. WOC is nonsectarian in its programs, admissions policies, employment practices and all other operations. WOC does not charge tuition and will not discriminate in admissions against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

WOC is open to any student in the State of California who meets the admissions requirements. If the number of pupils who wish to attend exceeds the school's capacity, attendance shall be determined by a public random drawing.

A full copy of the WOC Admissions Policy can be obtained in the school office.

## New Student Enrollment

Applications for enrollment are accepted year-round, though admission is dependent on space available. The open enrollment period takes place in spring. An enrollment schedule will be released prior to open enrollment detailing application deadlines. A random, public lottery will be held in the spring if necessary. Applications are available in the school office or at [www.wildflowerschool.com/admissions](http://www.wildflowerschool.com/admissions).

Applicants will receive letters with notification of acceptance or wait list status shortly after applying.

## Required Forms

New students who are accepted to the school must submit a registration packet, available in the office, prior to attending school at Wildflower. The packet contains the following forms:

- Registration Form
- Health Record Form
- Records Request Form
- Emergency Card

- Parent Participation Expectations and Survey
- Technology and Internet Use Agreement
- Income Survey for Free & Reduced Lunch Reporting
- Medication Authorization

## Student Records

The office will forward the Records Request Form to the student's previous school. The student's cumulative file will then be forwarded to WOC. Many of the following records will be in the student's cumulative file, but WOC may follow up with the parents for any of the following records:

- Immunization Records
- Birth Certificate
- Proof of Residence (document with student's physical address, i.e. utility bill, driver's license, state ID, etc.)
- Custody or Guardianship Documentation

## FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records.

A copy of the full Family Educational Rights Act can be obtained in the school office and will be distributed to families annually.

## Re-Enrollment of Current Students

Returning students are guaranteed admission but need to complete a re-enrollment application each school year. Applications will be distributed each year and families will be notified in advance. If applications are not received by the deadline, returning students will not be guaranteed admission.