

KING OPEN HANDBOOK FOR FAMILIES

2019-2020



“In a real sense all life is interrelated. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be. This is the interrelated structure of reality.”

-Dr. Martin Luther King

Continuous Learning is the Work!

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Part I: About King Open

The King Open School is an elementary school for students in grades Junior Kindergarten through Fifth Grade. It houses the Olá program, a dual-language Portuguese program. King Open is one of three elementary schools in Cambridge that houses a substantially-separate program for students diagnosed with Autism Spectrum Disorders (ASD). At King Open, we refer to these classrooms collectively as the “Small Learning Communities” or SLC. King Open Extended Day is a program unique to the King Open, in which the teachers spend part of the regular school day in classrooms with students and continue learning after school. The students at the King Open attend Cambridge Street Upper School for middle school.

MISSION AND VISION

The mission of the King Open School is to build an inclusive learning community that supports academic achievement and addresses learning gaps through culturally responsive learning experiences in our monolingual, dual language, and specialized classrooms. The principles of social justice guide our work. To advance diversity, equality, and fairness, we confront our varying perspectives of social justice to allow these principles to guide decisions, practices, curriculum, and relationships.

Toward this mission, we use the knowledge and expertise of staff, students, and families to create curriculum informed by the Massachusetts State Standards. We co-plan differentiated instruction. We include in-depth themes and projects that integrate subject areas and culminate in community events. We strive for the social and emotional growth of each student. Above all, we seek to empower students as active change agents in their communities while developing a lifelong love of learning.

PHILOSOPHY

SOCIAL JUSTICE

Social Justice leads us to examine our approach to each child’s learning – to make sure that we value each child, provide full access to educational opportunity and resources, and affirm all cultures and styles of learning present in our school. Social justice also shapes curriculum. We place a strong emphasis on studying history from many viewpoints, including the examination of social oppression, struggle, resistance, and change. We also focus on ways we can make a difference in the world outside the school through classroom-based and school-wide community service and involvement.

IN-DEPTH PROJECTS AND INVESTIGATIONS

We have a commitment to in-depth learning within and across traditional disciplines. Themes and topics of study are pursued for periods from several months to a year. Students are taught to look at a topic deeply from many different angles.

These themes incorporate a range of academic skills and disciplines, including math and science, and connect with students' lives and concerns. Visual and dramatic arts are integrated at many points, and the school's art teacher connects the art curriculum with the core themes.

HIGH EXPECTATIONS AND ACADEMIC CHALLENGE

Teachers act on the belief that all children have great intellectual potential, and can contribute to the learning of the whole class and school community. Our goal is that each child is challenged and supported to meet high expectations for learning. Teachers at King Open create learning situations in which students learn through discovery. They are encouraged to ask questions, and create and solve problems.

INCLUDING ALL STUDENTS

King Open strives to be a fully inclusive school in which all students, regardless of learning styles, disabilities, or needs, have access to the same curriculum. Each child is viewed as bringing a unique set of gifts and potential to contribute to the learning experience of the whole school community.

ASSESSMENT FOR LEARNING

We believe that the most valuable assessments are developed by classroom teachers. Students are asked to show what they have learned through projects, narrative assignments, teacher-created tests and writing assignments, and portfolios. Students receive immediate and ongoing feedback and learn to develop skills of self-assessment and reflection.

Families participate in substantive parent-teacher conferences and receive written reports to learn about their child's progress. Together, the faculty examines how King Open students perform on district and state required assessments as well as classroom assessments. Teachers use the information to update their curriculum and instruction.

NURTURING COMMUNITY AND BUILDING RELATIONSHIPS

Every classroom is a community that depends on all of its members. We teach and help develop each student's capacity for self-expression and self-control. It is through the process of learning, respect for others' rights and sensitivity towards differences that community is created and strong relationships forged. We see conflicts as an opportunity for learning, and explicitly teach and facilitate conflict resolution strategies.

ENGAGING FAMILIES

We strive to build strong partnerships between families, teachers, and staff. We believe that every family brings valuable strengths and experience to the school community as a whole. Family involvement at King Open takes many forms, and whether at school or at home supports the learning and social development of all of the children.

PROFESSIONAL COLLABORATION

King Open is a professional learning community with an expectation that teachers work together in teams and as a whole staff to improve teaching and learning at the school. Teachers collaborate in school-wide multi-grade teams to construct curriculum, assess student learning, set goals, address issues, and to support each other personally and professionally. As a result, there is a great deal of consistency of goals, content, themes, and practices across King Open classrooms.

RESPONSIVE CLASSROOM®

King Open uses the Responsive Classroom (<https://www.responsiveclassroom.org/>) approach throughout the school. The Responsive Classroom is a teaching approach that seeks to develop emotional/social skills alongside academic skills. It incorporates such techniques as daily Morning Meeting, rule creation, behavior modeling, and positive teacher language to create an atmosphere in which students learn how to internalize expected behavior and correct mistakes with dignity. While some form of The Responsive Classroom has been used widely by many KO teachers, KO is now formally using this approach in all classrooms and training all teachers.

OLÁ

Olá is a Portuguese–English two-way immersion program within King Open. Parents must select Olá as a choice when they register their children for school. Olá is a semi-autonomous program, and students from Olá and those in the monolingual King Open program have separate academic classes. Both programs, however, follow the same basic curriculum according to the Massachusetts state standards, and teachers from both programs meet together by grade-level. Olá teachers also meet regularly as a dual-languages team.

Olá students alternate between Portuguese and English, with the goals that students become bilingual and biliterate. Students celebrate the multiculturalism reflective of the Portuguese-speaking countries and communities represented in the program. Olá is a vital part of the King Open school community. See page 32 for more information and grade specific pages.

KING OPEN EXPECTATIONS:

ROAR

Be **R**espectful and
kind.

Be **O**pen.

Be an **A**ctive learner.

Be **R**esponsible.

Hallway Expectations



When I walk through the hallway, I will not talk and keep a quiet voice.



I will respect my classmates work on the walls. I will not touch them.



I will walk in a line and stay to the right side of the hallway and stairs.



I will keep a steady body and hands to myself.

Cubbie Expectations



I will keep a quiet voice.



I will hang up my jacket.



I will hang up my backpack and put away my belongings.



I will keep my cubbie area clean.

Locker Expectations



I will keep a quiet voice.



I will hang up my jacket.



I will hang up my backpack and put away my belongings.



I will quietly close my locker when I am done.

Recess Expectations



I will be kind and be flexible.



I will keep a safe body. I will not push, hit, or kick people.



I will ask friends to play and include others.



If I need help I can ask a teacher.



I will take turns and share.



I will have fun!



I will use gentle hands when playing sports, like basketball, soccer or tag.

Cafeteria Expectations



I will use a quiet voice when entering the cafeteria. If teachers raise their hands, my voice will go off and I will listen to the directions.



I will stay in my seat while I eat and remember to ask permission if I want to change tables or use the bathroom.



I will stay at my table and use a quiet voice while I eat.



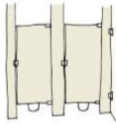
I will clean up my food and help clean the table.



I will quietly line up when told to do so by a teacher.

It is important for me to remember to use a quiet voice, keep a calm body and listen to directions during lunch.

Bathroom Expectations



I will use the bathroom and respect other people's privacy.



When I am done, I will flush the toilet.



I will wash my hands with soap and water.



I will remember to turn off the water when I am done washing my hands.



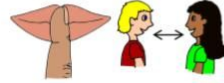
I will quickly and quietly walk back to class.

End of the Day Bus Routine

At the end of the day it is important for me to follow these bus routine expectations.



Walk into the gym calmly and quietly.



Use a quiet voice when talking with my friends.



Sit on the floor while waiting for my bus.



Listen for an adult to line up for my bus.



Keep hands off of gym equipment.



Walk quietly and calmly to my bus.

KING OPEN STAFF

ADMINISTRATION AND OFFICE STAFF

1025	Principal	Darrell Williams
1034	Assistant Principal	Waleska Landing
1022	School Clerk	Brenda Christie
1024	Family Liaison	Neusa DaCosta
1222	Nurse	Ruth Jolicoeur
3260	Extended Day	Bucky O'Hare
2207	Tech Support	Dana Searcy
Office	Building Sub	Jonathan Zielke

STUDENT SUPPORT AND COUNSELING

2340	Psychologist	Ami K. Henderson
2310	Social Worker	Kelly Chandler
2350	School Counselor	Ruth Jones

INSTRUCTIONAL SUPPORT

4320	Literacy Coach	Jaenine Rodriguez
4325	Math Coach	Kaitlin Souza
1036	Inclusion Specialist	May Petrov
2407	Early Lit. Intervention	Christine Reycroft
3350	Literacy Intervention	Ellen McLaughlin
3482	Math Intervention	Cass Miller
1310	Literacy Intervention	Carla Chernoble

CUSTODIANS

1778	Senior Custodian	Bob Medeiros
1778	Custodian	Jerome Ellcock-Miller
1778	Custodian	Bernard Powell
1778	Custodian	Jimmy Ravanis
1778	Custodian	Jesse Vicente
1778	Custodian	Miguel Marchena
1778	Custodian	Mariana Barbosa

RELATED SERVICE PROVIDERS

1482	ESL Teacher	Erika Agard
1484	ESL Teacher	Marcelle Deliere
3340	Speech & Language	Paula Arruda
3320	Speech & Language	RaeAnn Somerville
3310	Occupational Therapist	Jennie Dapice
3310	Occupational Therapist	Brij Maliya
4310	Occupational Therapist	Brad Richenburg
3310	Physical Therapist	Madeleine Piccus
	Art Therapy Intern	Gwendolyn Healy
	Art Therapy Intern	Lillian Gray
	Counseling Intern	Jorge Cardona
	Counseling Intern	Lorryne Brittoas

SPECIALIST TEACHERS

1240	Art Teacher	Kelley Mowers
	Health Teacher	Tracey Pratt
2212	Librarian	Jen Mason-Stott
1230	Music Teacher	Juhye Lee
1870	Physical Education	Jim Edgehill
1870	Physical Education	Carl Williams
1870	Adapted PE	Brett Armstrong
2212	Technology Teacher	Julie Koepke

KINDERGARTEN TEAM

1410	K1 Teacher Para	Kristin Bell Sarania Lazar
1420	K2 Teacher Para	Sonia Darosa
1460	K3 Teacher (JK) Para	Matt Thoman Annie Fox
1450	K4 Teacher (JK/K) Para	Kim Sneed-Johnson Patty O'Connell
1440	K Olá (JK/K) Para	Fabiane Noronha Tarciso Alves
1430	K Olá (JK/K) Para	Larissa Turra Catarine Bains Verdi

FIRST AND SECOND GRADE TEAM

2460	Grade 1 Teacher Intern	Ada Riggins Danny Turken
2450	Grade 1 Teacher Intern	Susan Forrest Lisa Liang
2440	Grade 2 Teacher Intern	Priya Zerai Melissa Moxey
2430	Grade 2 Teacher Para	Mikaela Buchinski Diana Le
2420	1/2 Olá Teacher	Stacy Braga
2410	1/2 Olá Teacher Para	Ying Tao Carlos Depina

THIRD AND FOURTH GRADE TEAM

3450	Grade 3 Teacher	Jean Capizzi
3460	Grade 3 Teacher Intern	Deirdre McCarthy Abby Grant
3440	Grade 4 Teacher	Tawnie Hespeler
3430	Grade 4 Teacher Grade 4 Para	Laura Glass Celeste McGhee
3420	3/4 Olá Teacher	Jonathan Horowitz
3410	3/4 Olá Teacher 3/4 Olá Para	Luisa Raposo Angela Afonso

FIFTH GRADE TEAM

4420	Grade 5 Teacher	Shana Gargiulo
4410	Grade 5 Teacher	Casey Cross Sussman
4430	Grade 5 Olá Teacher	Ana Travassos

SMALL LEARNING COMMUNITIES

	Float Para	Jalen Hills
1490	JK/K Teacher Para Para	Jill Self Regine Rousseau Ridge Salmon
2490	1/2 Teacher Para Para	Liz Randall Ellen Westa Phoenix DeRuosi

SMALL LEARNING COMMUNITIES CONTINUED

2480	2/3 Teacher	Liza Gosselin
	Para	Neelam Harris
	Para	Cailtyn Nisby
2470	4/5 Teacher	Sally Dewart
	Para	Sarah Tran
	Para	Nancy Murphy

SPECIAL EDUCATORS

3474	Kindergarten/Grade 1	Ellen Quinn
3472	Grade 2	Nancy Mazzei
3480	Grade 3	Yang Fu
3476	Grades 4 & 5	Jen Bump
3478	Grade 5	Caitlyn Olsen

Part II: Daily Operations

STUDENT ABSENCE POLICY

When a child will be absent, a parent is expected to call the school and give the date(s), and anticipated length of absence. Parents may leave a message on the answering machine after or before school hours, or may call during the day. The School Department Policy requires that families send a note explaining the circumstances of the absence to the teacher upon their child's return to school in order for an absence to be considered an excused absence.

EARLY RELEASE DAYS

School is dismissed at 12:55 on early release days. KOED will open at this time on those days. However, NO community schools classes will occur. Buses will run on their normal routes at the earlier time. **2019-2020 Early Release Days are September 18, October 23, November 20, November 27, March 18, May 13, June 3, and June 16 (tentative last day of school).**

BUS

Students in elementary school are eligible for bussing when they are traveling over 1 mile to or from school. Students in grades K-2 must have a yellow bus tag with up-to-date information, and must be met by an adult when departing the bus. K-2 students who are not met by an adult at their bus stop will be brought to the safety office at CRLS until a known adult can pick them up. The CPS transportation site has more information on the details of routes, times, and expectations: <http://www.cpsd.us/departments/transportation>.

LUNCH

Students have lunch in mixed grades in the cafeteria. School lunch is available to all students and all students are welcome to bring lunch from home. Menus, prices, and free and reduced lunch eligibility information are here: http://www.cpsd.us/departments/food_and_nutrition_services Candy is not allowed at school including during lunch. Egg-free and nut-free areas are designated in the cafeteria for students with allergies.

PARKING

The King Open has no visitor or guest parking available to parents at our current location. Parents may not park on Cambridge St. directly in front of the school during drop-off or pick-up as busses need full access during those times.

BEFORE SCHOOL ACTIVITIES

MORNING PHYSICAL EDUCATION

PE Activities will be available for students in grades 3 – 5 starting the 2nd/3rd week in September running through June. The program runs Monday - Friday of each week from 8:00 - 8:40 AM.

MORNING RECESS

Morning Recess will be available for students in grades K - 2 starting the second week in September running through June. The program runs Monday through Friday of each week 8:00 - 8:40 AM.

MORNING MATH CLUB

This program helps to develop students' critical thinking and problem solving skills. This club offers students the opportunity to select games, activities, and problems that they want to work on. The club meets on Tuesdays and Thursdays. Students should sign-ups in the cafeteria on the days that they wish to participate. Students must be in the designated classrooms before 8:25 AM to participate.

MORNING COMPUTERS

Morning Computers meets Mondays and Wednesdays, from 8:00-8:45 AM, in the Technology Room in the Library. Students in grades 1-5 will be able to select a computer program or website from a menu of options selected for students to help improve their reading and math skills. These choices include Lexia, Symphony Math, Reflex Math, and Dreambox Math. Passes are available on a first come, first serve basis in the cafeteria and students should be in the library before 8:25 AM to participate.

DROP-OFF

Classrooms open at 8:40 AM. Prior to 8:40 AM students should enter the cafeteria through door #4 and wait to be escorted to class. Parents are welcome to drop off their child at their classroom between 8:40 AM and 8:55 AM through door #1. Students needing breakfast must report to the cafeteria by 8:40 AM. Parents are asked to leave classrooms and hallway spaces by 8:55 AM so that teachers may begin instruction.

AFTER SCHOOL

The King Open has a rich and unique set of after-school offerings. The two main programs are the King Open Extended Day (KOED) and the Harrington Community School. Both programs are funded by the City of Cambridge Department of Human Services. The Harrington Community School offers enrichment classes throughout the school year as well as a summer camp program in July and August. Community School enrollment is usually the second week of school.

The King Open Extended Day is a school based after-school program only for King Open students. Offering academic support throughout the school day and social and emotional learning in the after-school hours, KOED is an integrated part of the King Open school. KOED has limited space and runs a waitlist. It is important to get on the waitlist as early as possible. Enrollment is ongoing and done by grade level.

AFTER-SCHOOL CONTACTS:

KOED After-School Manager, Bucky O'Hare, bohare@cpsd.us, (617) 349-4469

KOED Assistant Program Manager, Erika Peter-Harp, epharp@cambridgema.gov, (617) 349-6078

Harrington Community School Director, Crisalda Sousa, csousa@cambridgema.gov, (617) 349-6305

PICK-UP

Classes are dismissed at 2:55. Parents may wait in the lobby until 2:55 and may meet their child in their classroom after 2:55. If you need/want to dismiss your child anytime before 2:55, you will need to stop in the office to sign them out, and at that time we will call the classroom and have your child sent to the office. Please do not go directly to your child's class before 2:55 p.m.

Students in K-2 are not permitted to leave school without an adult. Students in grades 3-5 may walk home independently.

After 3:30 pm all after-school admission to the building is through the After-school entrance, Door #30, located on Willow Street. The KOED office, Room 3260, is the administrative office in the building from 3 to 6 pm. All visitors must check in with the KOED office upon entering the King Open building.

SNOW DAYS/ EMERGENCIES/ ROBOCALLS

The Cambridge Public Schools distributes information about snow days or other urgent matters in many ways. To receive robocalls make sure your phone number is up-to-date with the school by checking with Brenda in the main office. Classroom teachers are unable to change contacts in the database, so you must go through Brenda. When a record is updated, you will receive a text in 1-2 days inviting you to receive text message alerts. You may also sign up for text message alerts by texting 675-87 at any time.

MANDATED REPORTING

All King Open staff and faculty are mandated reporters. This means that if we suspect that a child is being abused or neglected, abusing someone else, or harming themselves, we are required by law to report our concerns to the Department of Children and Families (DCF). We will try to share our concerns with parents/caregivers prior to reporting when appropriate, but this may not always be feasible.

CHAIN OF COMMAND/PERSONS RESPONSIBLE

If concerns arise for your child, please address them directly with your child's teacher. If you still need assistance, feel free to reach out to Principal Williams or Assistant Principal, Ms. Landing.

DISTRICT WELLNESS POLICY

The Cambridge Public Schools has created a wellness policy that can be found here:

http://www.cpsd.us/UserFiles/Servers/Server_3042785/File/Migration/Wellness_Policy.pdf?rev=0.

ALLERGIES

Food allergy is when the immune system mistakes a food protein as a threat and creates an antibody to that food protein; the immune system releases histamine and other chemicals that cause an allergic reaction. People with allergies have overactive immune systems that target otherwise harmless elements of our diet and environment. Food triggers are the most common cause of anaphylaxis at school. But the response to a life-threatening reaction is the same regardless of the trigger.

Triggers such as: food, latex, insect venom, medication, exercise, or cold are things that cause allergic reactions. Allergic reactions to foods vary among children and can range from mild to severe; Symptoms can happen within a few minutes or up to a few hours of being exposed to the allergen and can be seen or felt in different parts of the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. Life-threatening allergies

are increasing and present challenges for schools and early education and care programs. Parents should be encouraged to provide information about their children's allergies with the school nurse and ensure that epinephrine is available at the school.

BULLYING

King Open and CPS have a zero tolerance policy for bullying and harassment. More information can be found here <http://www.cpsd.us/cms/One.aspx?portalId=3042869&pageId=3496522>.

SCHOOL PREPAREDNESS

FIRE DRILLS

Fire drills are conducted several times per year at the discretion of the fire department. The school does not control when they are held. Students are prepared by reviewing the evacuation route in advance of the first drill.

SECURE AND HOLD

In the event that an unsafe person may be near the building, such as a crime in process, the administrators may deem it appropriate to conduct a Secure and Hold. In these events all doors are kept closed and locked, students remain inside and no one is allowed to enter the building until the threat has passed.

SHELTER IN PLACE

In the event of an environmental danger around the building (gas leak or chemical spill, etc), the building will be used as a shelter to keep those inside from exposure from whatever harm is nearby. Students will not be allowed to leave or open windows until the threat has passed.

LOCKDOWNS

In the event that an unsafe person may be inside the building, students and staff hide within the school, all lights are turned off, and doors are locked. Practices for this type of event are held twice per year.

PROGRESS REPORTS AND FAMILY CONFERENCE SCHEDULE

Term	Start Date	End Date	Progress Reports Due	Conferences
1	September 3rd	November 27	December 2-6 Grade JK and K- November 21	(1-5) High risk and as needed students only 1/6-1/17 JK/K- All Students
2	December 2nd	March 13th	March 16th-20th	(JK-5) High Risk and as needed March 16th-April 9th
3	March 16th	June 5th	June 8th-10th Progress Reports printed and sent home on the 12th; hard deadline	(JK-5) All Students, May 4th-June 12th

KING OPEN HOMEWORK POLICY

KING OPEN HOMEWORK POLICY

Version 5/29/19

At King Open, we believe that homework should be predictable, meaningful, and developmentally appropriate. This policy was created through a social justice lens. This means that we considered the social political context of education and society, particularly issues of inequality, poverty, racism, and other biases. With the understanding that all students' needs and experiences vary, there is no-one-size-fits-all homework policy, rather a policy designed to orchestrate learning after school in a manner that is both meaningful and appropriate for students and families.

All students are required to read regularly outside of school, with an adult and/or independently. Teachers design other homework assignments to fulfill several purposes: to reinforce academic skills and concepts, to support the development of independence and time-management habits, and to create opportunities for students to have meaningful and joyful learning experiences with their family. We see parents and caregivers as partners in learning. When appropriate, teachers will work with families to identify resources that can support learning at home.

We have a **"No Tears"** homework policy at King Open. This means, if you observe that your child is becoming upset or frustrated about an assignment or if the assignment is taking longer than expected, please reach out to your child's teacher so that your child can get support in a way that meets their needs. Contact your child's teacher with any thoughts or questions.

KING OPEN HOMEWORK POLICY Continued

K	<ul style="list-style-type: none"> Caregivers read to child 15 minutes nightly Math games and activities may be recommended during the year Occasional project-based homework assignments
Grade 1	<ul style="list-style-type: none"> 15-20 minutes of reading nightly - combination of caregiver reading to child and child reading to caregiver Math games will be recommended for each unit Occasional project-based homework assignments
Grade 2	<p>15-30 minutes of homework</p> <ul style="list-style-type: none"> Build up to 20 minutes of reading nightly 10 minutes of written assignments 2-3 days per week Occasional project-based homework assignments
Grade 3	<p>30-35 minutes of homework, Monday - Thursday</p> <ul style="list-style-type: none"> Minimum of 20 minutes reading (including written work) 15 minutes of math fluency practice
Grade 4	<p>45-60 minutes of homework per night, Monday - Thursday</p> <ul style="list-style-type: none"> 30 minutes reading 15-30 minutes of math and/or English language arts assignments
Grade 5	<p>45-75 minutes of homework</p> <ul style="list-style-type: none"> Reading and math fluency logs nightly <ul style="list-style-type: none"> 30 minutes reading 15 minutes of math fluency practice until fluency has been mastered Up to 30 minutes of additional assignments <p>Additional daily instrumental practice, as assigned by instrumental music teachers</p>
Olá	<p>Olá classrooms follow the grade level homework expectations and will assign homework and reading in both Portuguese and English.</p>

Part III: Family Involvement and Resources

PARENT COMMITTEES AND HOW TO GET INVOLVED

We welcome participation from all families. There are many ways to be involved. We hope this list will help you decide how you would like to contribute. Please contact Neusa DaCosta, the King Open Family Liaison, for more information on particular groups. She can be reached at 857-235-2961 or via email, ndacosta@cpsd.us.

Here are the many ways you can get involved:

CAMBRIDGE WEEKEND BACKPACK PROGRAM

The Cambridge Weekend Backpack Program (CWBP) was developed to ensure food security for students in the City of Cambridge. For more information see page 21.

CLASSROOM CONNECTORS

The King Open system of “Classroom Connectors” has been created to better involve the parents in the curriculum. For more information see page 21.

EVENTS COMMITTEE

The Events Committee annually holds events such as Book Fair, KO Movie Night, Teacher Appreciation events, King Open Spring Open, Carnaval, and Parent Staff Night Out.

FRIENDS OF KING OPEN (FOKO)

FOKO is a parent-run, non-profit organization that receives money donated through fundraising efforts and makes decisions about where that money goes. For more information see page 22.

KING OPEN OLÁ COMMITTEE

Contact: Ana Poblacion and Anil Mundra

The OLÁ Committee is a group of OLÁ family and staff participants from grades K-5 who meet every other month to plan events and activities that build community and expand OLÁ involvement in the school.

OUTREACH COMMITTEE

The Outreach Committee was established out of a need to reach a wider range of families and to increase parent involvement within all aspects of the school.

SCHOOL COUNCIL

The School Council works with Principal Williams on budget priorities, develops the school improvement plan, speaks for King Open in the wider school/city community, oversees the subcommittee structure, and discusses school-wide issues and events. For more information see page

23.

LITERACY AND LIBRARY COMMITTEE

The Literacy and Library Committee works to support students and staff through ongoing and special projects, including the June Book Swap, Fall Book Fair, and author visits.

SOCIAL ACTION COMMITTEE

The Social Action Committee is a new KO Committee. Currently it is a work in progress.

WEEKEND BACKPACK PROGRAM

Contact: Neusa DaCosta

Parent Organizer: Penny Haney and Tiffany Soper

The Cambridge Weekend Backpack Program (CWBP) was developed to ensure food security for students in the City of Cambridge. Founded during the 2012-2013 school year, the program was spearheaded by founding director, Alanna Mallon, in cooperation with parent volunteers and school administrators. It provides students in the Cambridge Public School system the proper nutrition needed to sustain when while school is not in session. Students participating in the program are identified by the SST (Student Support Team) and classroom teachers.

CWBP sends two lunches, two breakfasts, milk and fresh fruit home to children. The healthy meals are discreetly packed in these students' backpacks each Friday afternoon ensuring that students are better prepared to learn the following week. In 2013-2014, the program grew to reach 130 students in six schools, sending home over 3,000 bags of food. The following school year, CWBP fed 250 students in 10 schools and sent home over 10,000 bags of food.

The Cambridge Weekend Backpack Program is now available to every single elementary and upper school student in Cambridge Public Schools.

CLASSROOM CONNECTOR

Contact: Sarah Christopher, Sarah Morris, Lauren Hogan, Emily Hoffman

Volunteering to be a Classroom Connector (formerly Classroom Helpers/Parent Representatives) in your child's classroom is a great way to get to know other families and contribute in a meaningful way to the King Open Community.

Being a classroom connector can mean different things in different classrooms. Teachers are happy to have any help you are able to provide. Our goal is to build a strong King Open community by making sure that people feel welcome, by sharing information about school events with families, and serving as a resource for families when they have questions.

Here are different aspects of our role:

- Meet with the teacher at the beginning of the school year to get a sense of his or her needs
- Create a list of families in your classroom with contact information
- Remind parents/caregivers of school events and encourage each family to attend
- Send out announcements to the class via email, text, or phone
- Help your teacher(s) with simple tasks, as needed

Other ways you may help:

- Volunteer in the classroom
- Chaperone on class trips
- Work with teachers to manage the snack list and send out reminders to families when it is their turn
- Connect with parents who speak the same language as you
- Encourage informal support networks among families who share similar experiences (culture, language, children with allergies, etc)

Any family member may be a classroom helper and it is fine if your family is new to King Open. If you don't speak English, we will connect you with other families who speak your language. There is a role for every parent to contribute to our classrooms.

FRIENDS OF KING OPEN (FOKO):

Friends of King Open, affectionately known as “FOKO,” is a tax-deductible 501(c)(3) non-profit association, founded by parents interested in improving the lives of all King Open children.

FOKO is sustained today by the amazing efforts of a large network of parents and members of the community working together.

Our mission is to develop, support, and enrich the academic and social development programs at the King Open School in Cambridge, Massachusetts. In so doing, FOKO promotes achievement and a greater community investment in the future of the King Open School, its current students, and its graduates.

President: Sarah Christopher (sarahchristopher@hotmail.com)

Treasurer: Ted Lund (foko.treasurer@gmail.com)

Board Members: Neusa DaCosta (ndacosta@cpsd.us), Yaminette Diaz Linhart (yaminettediaz@gmail.com), Sarah Morris (sarah@sarahpmorris.com), Lauren Hogan (laurenleikin@gmail.com), Jodi Sperber (jodibeth@gmail.com), Robson Goulart (robson.v.golart@gmail.com)

Tax ID number: 22-2485401

CORI FORMS AND FIELD TRIPS

If you wish to chaperone any field trips, you must have a cori on file in the office. This is now something the district requires you to do yearly. **Also, it should be done at least 2 weeks prior to the trip. Bring a copy of your ID to the office.**

CAMBRIDGE PARENT RESOURCES

See Find It Cambridge - www.finditcambridge.org

See Department of Human Service Programs (DHSP) Resource Guide - www.cambridgema.gov/DHSP

SCHOOL COUNCIL

The King Open School Council meets on the third Wednesday of every month. The meetings are held from 6:00-7:30 PM in the Music room. Childcare is provided by the KOED staff and pizza for kids is provided by Friends of King Open (FOKO). School Council members are parent and staff representatives. The Council is co-chaired by Principal Williams and parent, Norah Hass. The School Council works with Principal Williams on budget priorities, develops the school improvement plan, speaks for King Open in the wider school/city community, oversees the subcommittee structure, and discusses school-wide issues and events.

PRINCIPAL CHATS

Principal Williams hosts these monthly drop-in coffees to offer parents/caregivers a chance to explore a range of topics that impact our community. There is no formal agenda for these meetings, just drop in to pose a question or to listen to the discussion.

All K-5 parents/caregivers are welcome and encouraged to attend! All sessions are held from 8:30-9:15 AM in the Music room.

ASSEMBLIES AND SCHOOL-WIDE EVENTS

School wide assemblies are held bi-monthly on varying themes related to citizenship, social justice, social-emotional learning, community, and the King Open Community (such as the ROAR values and Autism Awareness). Assemblies are held on Thursday/Wednesday mornings in the auditorium. Parents are welcome to attend. **Please make sure to stop and get a visitors pass in the main office before heading to the event.**

Several school wide events are held throughout the year such as Carnival, Black History Month Celebration, Pizza e Basta, and King Open Spring Open. These are festive gatherings for the King Open Community to celebrate our diversity and values together.

TECHNOLOGY

EDUCATIONAL TECHNOLOGY

The Instructional Technology Specialist (ITS) at King Open ensures that all students, teachers, administrators, and staff have access to and become proficient users of technology and that technology becomes a powerfully integrated and routinely used tool in the school. We strive to make sure that these resources are used to enhance the delivery of instruction, to support all areas of the curriculum, and to support the educational needs of students, staff and community. Currently, there are five iPads in every Kindergarten, first, and second grade classroom, while grades three through five have access to over a hundred Chromebooks. The media/technology curriculum, taught by the Instructional Technology Specialist (ITS) and the Library Media Specialist (LMS), covers digital citizenship, privacy and safety online as well as media literacy, copyright law and website evaluation. In third grade students have access to Google Drive, a web-based suite of productivity software, including a word processor, spreadsheet, and presentation editor that allows you to create, store, share, and collaborate on documents with others. Keyboarding is also an essential skill for students in today's digital world. It is imperative that they develop proper technique with accuracy and speed to efficiently produce content through the keyboard. Students in grades three through five have access to Typing Club, an online formal keyboarding program that will support the development of this essential skill.

ACCEPTABLE USE POLICY (AUP)

It is the policy of the Cambridge Public Schools that all technology used for the purpose of electronic communication, including without limitation, technology used to access the Cambridge Public Schools' network, information systems and data, the Internet and all electronic devices issued to staff and/or students by the Cambridge Public Schools (such as computers, telephones, etc.) and all peripheral devices for printing, storing, archiving, duplicating and receiving information regardless of location will be used in a responsible, legal, and ethical manner. All CPS students and parents are required to sign the Acceptable Use Policy in order to use technology in the district.

DIGITAL RESOURCES

A list of approved digital resources is available on the CPSD website https://secure2.cpsd.us/mspa/district_listing.php?districtID=457. These resources have been vetted for both educational alignment and student data privacy protections. Both "Approved" and "Not Approved" resources are listed. Some commonly used student websites/apps are: Lexia Core 5, Reflex Math, Symphony Math, Raz Kids, Google Suites and TypingClub.

STUDENT PRIVACY AND DATA

CPS has a well established protocol for vetting all outside providers prior to sharing any student level data. Data is only shared when one of the FERPA (Family Educational Rights and Privacy Act of 1974) exceptions conditions is met. When data is shared, for specific educational reasons, a formal data sharing agreement is established. This legal contracts dictates the reason for the data sharing,as well as all the protections that will be in place, bot during the relationship as well as certifying the deletion of any data when the agreement terminates.

MEDIA RELEASE

In Cambridge Public Schools, the media releases allows educators to capture student voice, image, or work. When the media release is signed, educators use it as a way to capture student work for portfolios, label student cubbies with their photo, record student thinking and growth, create student news, capture field trips, field days, assemblies and a lot more. This then can be posted to school websites, school newsletters, classroom websites and newsletters, and on school or district social media pages.

Section IV: King Open by Grades and Programs

GRADES JUNIOR KINDERGARTEN – KINDERGARTEN

PROJECT-BASED LEARNING AND CURRICULUM INTEGRATION

Project Based Learning is an essential practice at the King Open School. PBL has be used in the 40 plus year history of the KO school and continues to be used as a very important tool to enhance the learning of all students. At KO, we use PBL as an additional means to integrate content and teach common core standards.

In Kindergarten we have two science project-based learning units which alternate annually; the Monarch Butterfly and Nature in the City. Children study each of these topics in depth for a period of six to ten weeks through math, literacy, art, and science. King Open specialists support this curriculum by collaborating with classroom teachers and extending the learning for our students.

In social studies, our project based learning revolves around our Family Study unit. In this semester long social justice study students learn about and celebrate their family culture, the similarities and differences among us, how to cooperate with teachers/peers, learn to build empathy and develop self-control in the context of that empathy and take pride in his/her family origin.

At the end of these project based learning themes, the Kindergarten classes come together for a fun and informative culminating event. This allows for families to celebrate and participate in their child's learning experience.

HOME/SCHOOL FOLDERS

Each student is provided with an official King Open folder. This folder is a means of communication

with your child's teacher. Important school notices will be placed in the folder. Please be sure to check, read, and empty the contents of the folder and return the folder the following school day.

RECESS AND LUNCH IN KINDERGARTEN

Children in Kindergarten have 30 minutes of lunch and 30 minutes of recess daily. Paraprofessionals will accompany students to lunch and recess.

Students eat lunch in the cafeteria and on special occasions may eat in the classroom. Please see the CPS elementary lunch menus for daily choices and prices. Students may bring a home lunch in a labeled lunch box. Students will go out every day for recess and are expected to have weather appropriate clothing throughout the seasons. According to CPS Wellness Policy, during inclement weather and in temperatures below 10 degrees, students will be kept inside for indoor recess.

SNACK

In general, Kindergartners may be served a healthy snack twice daily. Families may be asked to contribute to either community snack or provide for their own child. Please consult with your child's teacher for specific information regarding snack. Please notify the School Nurse as well as your child's teacher of any allergies.

CORRIDOR AND TRANSITION EXPECTATIONS

In the hallways, students are expected to walk to the right of the hall, use quiet voices, follow directions of any school staff, go directly to their destination, keep hands away from displays of student work and walk safely and quietly.

GRADE 1

PROMOTING SOCIAL JUSTICE AWARENESS AND CULTURALLY RELEVANT TEACHING PRACTICES

In first grade, the social studies curriculum is a year long study of "Communities". We move beyond the basic community of family, step by step through the larger communities the children belong to: the classroom community, the school community, neighborhood communities, and the city community. We begin to explore the idea of the state and national communities. We end with learning about community action and the impact people have in their communities.

Students also delve into the Discovering Justice curriculum. This curriculum engages students in exploring the laws and rules that help us to work together as a group. The curriculum focuses on four central questions: What is a rule? Why do we need rules? Who makes the rules? What is a good reason to challenge a rule? Through literature and written responses, students develop literacy skills while tackling questions relevant to their lives, their classrooms, and their country. Books include Charlotte Zolotow's *William's Doll*, *King of the Playground* by Phyllis Reynolds Naylor and *The Story of Ruby Bridges* by Robert Coles. Students are very involved in thinking about how their lives may have been different in the past and acknowledging courageous people who have tried to change communities and societies for the better.

PROJECT-BASED LEARNING

- Interviews, portraits and presentation of school community members
- Foil paintings of communities we are a part of
- Multicultural hands
- Mapping Projects
- Songs

CURRICULUM INTEGRATION

In first grade, social studies is closely integrated with English Language Arts (ELA). Students are learning about social studies through reading, writing, speaking and performing. Music, art, and library support and complement the project of our social studies units. ELA is also integrated with math in solving complex word problems. It is expected for that math is an integral part of science.

GRADE-LEVEL NORMS

In the hallways, students are expected to walk to the right of the hall, use quiet voices, follow directions of any school staff, go directly to their destination, keep hands away from displays of student work and walk safely and quietly.

Homework folders go back and forth daily with notices for parents, as well as a daily reading log and a weekly homework packet.

In first grade we have community snack, where families provide a healthy snack for the entire class for one to three weeks. We kindly ask parents to avoid sending foods with nut products.

Students go to recess for 25 minutes every day, followed by lunch for 25 minutes. Students will go out every day for recess and are expected to have weather appropriate clothing throughout the seasons. According to CPS Wellness Policy, during inclement weather and in temperatures below 10 degrees, students will be kept inside for indoor recess. Recess is never taken away from a child as a consequence.

GRADE 2

PROMOTING SOCIAL JUSTICE AWARENESS AND CULTURALLY RELEVANT TEACHING PRACTICES

In the second grade, our social studies curriculum is “Origins.” With “Origins,” second graders study world and United States history, geography, economics, government and social justice. Students explore their own family’s history and listen to and read a variety of teacher or student selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world.

Read alouds and stories are carefully selected to reflect the cultures of our students in our classrooms as well as the cultures of the community of Cambridge. We encourage families to share expertise

regarding their cultural experiences with our classrooms.

Students will also compare and contrast the continents of Africa and North America through the use of maps, atlases and globes. Students will be able to locate continents, regions and countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members, students will describe traditional food, customs, sports and games, and music of the place they came from.

PROJECT-BASED LEARNING

- Self-portraits
- Family portraits
- Timeline of my Life
- Clay globes
- Country research project
- Flag painting

CURRICULUM INTEGRATION

In second grade, social studies is closely integrated with English Language Arts (ELA). Students are learning about social studies through reading, writing, speaking and performing. Music, art, and library support and complement the project of our social studies units. ELA is also integrated with math in solving complex word problems. It is expected that math is an integral part of science. Science is integrated with social studies.

GRADE-LEVEL NORMS

In the hallways, students are expected to walk to the right of the hall, use quiet voices, follow directions of any school staff, go directly to their destination, keep hands away from displays of student work and walk safely and quietly.

Homework folders go back and forth daily with notices for parents, as well as a reading log and a homework packet. Please see homework policy.

In second grade we have community snack, where parents provide snack for the entire class for one to three weeks. We kindly ask parents to avoid sending foods with nut products.

Students go to recess for 25 minutes and is followed by lunch for 25 minutes. Students go outside, weather-permitting, so please dress your child appropriately. Recess is never taken away from a child as a consequence.

GRADE 3

CURRICULUM

Third grade students continue to build upon their innate creative and critical thinking skills across curriculum areas. Third grade is a critical year during which many students are learning “how” to learn especially when completing academic projects that, at first, might feel “hard”. Teachers model and engage students in conversations relating to the value of practicing a growth mindset. Mistakes by students are seen as opportunities for learning. The process of a child’s learning is closely observed and students are given specific and supportive feedback on their learning. Students are also practicing and developing a number of key social and emotional skills --such as perseverance and flexibility-which support and enhance student learning.

Social justice plays a large role in shaping our curriculum. We place a strong emphasis on studying history from many perspectives, including the examination of social oppression, struggle, resistance, and change. Students engage as frequently as possible in opportunities for research, reasoning, making logical arguments and thinking independently as well as collaboratively. Anchoring in the geography and prior events of Massachusetts as well as primary and secondary sources whenever possible, students explore the early history and peoples of Massachusetts. Students are encouraged to take and hold multiple perspectives and show evidence of understanding in both their writing and in hands-on projects such as building a Wampanoag homesite and designing maps of early Colonial Villages. Students engage with a diverse collection of genres while learning about the past. Students read folktales, historical fiction, nonfiction and poetry (to name a few) to building their historical thinking skills as well as literacy skills. We visit Plimoth Plantation in the fall to deepen student understanding of Wampanoag daily life as well as the experiences of passengers of the Mayflower. Writing is woven throughout Science and Social Studies as much as possible, further supporting students’ content understanding as well as evolving writing skills.

During third grade, students develop their skills in their area of writing a cohesive and persuasive essay including skillfully choosing evidence from a text as well as providing related reasoning. Students continue to develop their writing skills across genres, crafting personal narratives, opinion and informational pieces as well as test based essays. Frequent read alouds provide students with a literature-rich environment from which to model craft ideas. Third grade scientists explore the topics of weather and climate, forces and motion as well as life cycles and traits. Third grade mathematicians, anchored by a growth mindset, focus on multiplication, division, fractions, geometry, measurement, and data. Students engage with complex math problems and math discussions that develop their emerging problem solving skills.

Across all curriculum areas, students are developing and strengthening their academic skills and curiosity for learning while simultaneously developing their social and emotional capacities.

THIRD GRADE NORMS

The third grade hallway transition expectations are practiced at the beginning of each year. Homeschool folders are our way to communicate with families at home on a regular basis and are the student's responsibility.

As of the 2018-2019 school year, monolingual third grade students will have community snack, so students are NOT expected to provide their own snack daily. Olá (dual-language immersion) students are expected to provide their own snack daily. We kindly ask that parents avoid sending snacks with nut products.

Students are dismissed in three waves. Parents picking up their children are expected to wait in the hallway until 2:55.

CAPE COD OVERNIGHT STAY

In both years of the 3rd and 4th grade, students take an overnight trip to Cape Cod Sea Camps, where they record natural science observations, play games, sleep in cabins, and spend time with one another outside of the school environment. Parents are invited to join the overnight.

GRADE 4

In the fourth grade we value our students as individuals. Throughout the year we focus on developing a variety of skills academically as well as social emotionally. In reading and writing, students develop deeper writing skills and using evidence to support their ideas using the R.A.C.E.S framework. In math we focus on three critical areas. These areas include developing and understanding multi-digit multiplication and division, developing a deeper understanding of fractions, and understanding that in geometry figures can be classified by their properties. In the fourth grade we also travel to Cape Cod.

PROJECT-BASED LEARNING (PBL)

In the fourth grade we continue to have project based learning at the center of our instruction. In social studies and science we encourage our students to explore and learn through hands-on experience. Some projects that we do include:

- Map Museum
- National Parks and Monuments
- Immigration
- Dream Vacation (Math)

CORRIDOR AND TRANSITION EXPECTATIONS

Fourth graders take time at the beginning of the year practicing transitions, locker use, and hallway routines.

HOME/SCHOOL FOLDERS

Home School folders are a crucial part of communication and should be checked regularly. They contain homework, notices and information about upcoming events.

SNACK

Students are expected to bring their own healthy snack. We have snack most days, schedule permitting. Please be aware of allergies in your child's classroom.

CURRICULUM INTEGRATION

In fourth grade, we try to infuse a social justice message into everything we do. Specifically, our immigration unit focuses on the different groups of people who have come to America and why they came, from early times to the present.

CULTURALLY RELEVANT TEACHING PRACTICES

We strive to connect with the students in front of us and to invite students to share their cultures, identities and traditions. Additional resources provided in the classroom are representative of our school and classroom populations. Students explore different cultural groups and identities through literature and follow-up conversations. We strive to meet the needs of all children.

GRADE-LEVEL NORMS

Students create classroom norms at the beginning of the year with the guidance of teachers. Norms are informed by Responsive Classroom and ROAR.

CAPE COD

In both years of the 3rd and 4th grade, students take an overnight trip to Cape Cod Sea Camps, where they record natural science observations, play games, sleep in cabins, and spend time with one another outside of the school environment. Parents are invited to join the overnight.

GRADE 5

Fifth grade students enjoy a memorable year of changes both big and small. The scope of their community expands beyond their homeroom. By the second week of school through the end-of-the-year, students transition for Science and Social Studies taught by the entire Grade Five team. In addition, our students learn about human growth and development which fosters self-advocacy and self-awareness. Given their Grade Five position, our students' civic responsibility and engagement helps strengthen respect and care for their entire school community.

PROJECT-BASED LEARNING (PBL)

In the Fifth Grade, students complete an end-of-the-year project. They collaborate with the Technology specialist to research either a Science or Studies topic that integrates with our core curriculum. English/Language Arts skills integrate with Social Studies and Science content, as do math skills to

further scientific discoveries. All students require a media release to ensure student's images and/or work can be included in the production.

PROMOTING SOCIAL JUSTICE AWARENESS VIA THE CURRICULUM

We are committed to using culturally relevant teaching practices to engage and empower all learners. Our mentor texts focus on anti-bias awareness and differing perspectives with social justice themes such as human rights, kindness and compassion. In addition, students analyze and connect with primary and secondary sources to explore and exercise democratic principles, civil rights, and civic agency.

CORRIDOR AND TRANSITION EXPECTATIONS

Students are expected to walk quietly in single-file lines on the right side of the hallway. They must bring necessary materials to classes as well as to and from home.

AGENDA BOOKS

Agenda books are an essential communication tool between home and school. Students record homework in agenda books daily. Parents should verify that homework written in the agenda has been completed by signing/initialing at the bottom of each column.

HOME/SCHOOL FOLDERS

Students take notices home in this folder. Please check the folder on a daily basis. This folder is also used to transport homework and notes from caretakers.

GRADE-LEVEL NORMS

Students create classroom norms at the beginning-of-the-year with the guidance of teachers. Each class has a Take-a-Break chair/Buddy Room where students are provided personal space before they return to work.

SNACK

Students eat a light, snack mid-morning. In consideration of students with food allergies, food intolerances, and dietary needs, students should bring a nutritious snack of their choice and thermos for water. Some classrooms are peanut and/or tree nut free. Check with teachers regarding food items with common allergens.

FIFTH GRADE TRANSITION TO CAMBRIDGE STREET UPPER SCHOOL

There are multiple opportunities at the end-of-the-year for students to visit and meet with CSUS staff during the school day. CSUS also hold multiple events that allows an opportunity for students and parents to familiarize themselves with middle school expectations.

OLÁ PROGRAM

Students in all grades study Portuguese to acquire academic content knowledge and Portuguese as a language. In kindergarten students receive instruction in English and Portuguese from the same teacher. In grades one through four students have an English-only teacher and a Portuguese-only teacher. Students in Grade Five have one teacher for both languages.

Students' Portuguese language is assessed twice a year in all four language domains: reading, writing, listening, and speaking.

SMALL LEARNING COMMUNITIES (SLC)

The Small Learning Communities are a group of classrooms that are designated for students with significant academic and behavior challenges in relation to their diagnosis of an Autism Spectrum Disorder. These classrooms are directed by the Office of Student Services (OSS) and receive their caseloads based on Special Education evaluations. There are currently three substantially-separate classrooms designated for this population at King Open, each staffed with one lead teacher and two paraprofessionals.

Using principles of Applied Behavior Analysis, these structured classrooms provide our students with a multi-sensory approach to concepts taught in the general education curriculum. Each Small Learning Community has partnered grade-level classrooms in which students may participate in project-based learning, specials, and academic periods such as ELA, math, or science. The SLC follow the King Open grade level lunch and recess schedule. Snacks are provided through the Office of Student Services.

ART EDUCATION

Junior Kindergarten through Fifth Grade Art Class inspires students to explore, learn and communicate while developing their capacity for imaginative and reflective thinking. Visual Arts projects include: drawing, painting, printmaking, sculpture, ceramics, textiles, and crafts.

Students will demonstrate knowledge of many different materials and techniques, and will be introduced to the elements and principles of design. A goal for elementary students is to be open to the process of making Art: experimenting, making drafts, learning from mistakes, revising and then completing final work for display.

Students apply their knowledge of the arts to many other subject areas, including math, history, writing, science, languages, and technology, depending on themes of classroom study, for example: Symmetry designs, Geometric Tessellations, Nature in the City, Community, Origins, Black History, Maps, Immigration.

Expectations: Students practice and learn three expectations for the Art Room: 1. Use your eyes like an

Artist: eye contact, learning with your eyes, seeing color, shapes, etc 2. Get your whole body steady for Art materials and 3. Quiet working: so each student can focus and use their imagination during class.

MUSIC EDUCATION

A child's natural inclination to sing out a song or play a rhythm are directed and utilized in learning the fundamentals of Music: melody, harmony, rhythm, and form. Every child experiences varied musical repertoire through the process of imitate, explore, and create. Students are encouraged to improvise and create their own music through the use of different media, including speech, singing, movement, and music instruments. The principles of rhythm and pitch are taught using concepts from the Kodaly and Orff approaches to music curriculum/education. Multicultural music education is also highlighted in King Open as we represent a multicultural society. As students are learning and performing music from diverse cultures, they will foster and develop an appreciation of the positive contributions of cultures from around the world.

INSTRUMENTS - GRADE 5

Fifth Grade is a fun and exciting time for music students at the King Open. Fifth Grade students will have the opportunity to study music in a different way with Instrumentals. At the beginning of the year, students will attend demonstration classes with strings (violin, viola, cello), brass (trumpet, trombone), and woodwinds (flute, clarinet). After hands-on trial experiences with all of the instruments, students will be placed in instrument classes based upon a combination of personal preference and teacher recommendation. The goal of 5th Grade 'Instrumentals' is to provide each student a positive and creative musical instrument learning experience! In order to achieve the best experience, students are expected to:

- Display a respectful attitude toward the teacher, instrument, and fellow classmates.
- Bring their instrument to school, and back home on the two days per week they have instrumental music.
- Come to class prepared with their instrument, pencil, and books/materials provided by their teacher.
- Practice 70 minutes per week. These practice sessions should be split throughout the week into shorter practice sessions, roughly 10 minutes per day.

Students will have the opportunity to perform a concert in June at the Fitzgerald Theatre on the campus of Cambridge Rindge and Latin High School.

Any questions or comments may be directed to the Instrumental teachers:

- Tony Babecka (Flute & Clarinet) tbabecka@cpsd.us
- Matthew Brady (Trumpet & Trombone) mbrady@cpsd.us
- Richey Tally (Violin, Viola, & Cello) rtally@cpsd.us

LIBRARY

The school library is a window and mirror of inclusive stories, poetry, and information resources. The library supports all students as they become readers, researchers, and writers. Students learn how to navigate a library, enjoy outstanding stories and nonfiction, and use digital resources such as databases to pursue their interests and deepen classroom instruction. Students learn about intellectual freedom, as well as responsible use and attribution of information, through research units and library/technology projects. Special events, such as author visits, Poetry Month activities, and book award programs, celebrate the joy of reading and connect young readers and writers to the wider world of literature. At its heart, the library is a joyful space for growing readers, full of up-to-date, culturally reflective books.

COLLECTION AND CURRICULUM INTEGRATION

The library supports classroom instruction in two ways: through collection development, and through curriculum integration/co-teaching. The book and audiovisual collection, selected by the school librarian, supports classroom units of study, curriculum frameworks across the disciplines, and special teacher requests. The collection is frequently updated to reflect curricular changes and the interests of our diverse readers.

CURRICULUM INTEGRATION

Students in Kindergarten through Third Grade visit the library weekly. Students in grades 4-5 take a Media/Technology class co-taught by the instructional technology specialist and the school librarian. Units taught in these classes complement or integrate with classroom instruction.

EXPECTATIONS

Students will ROAR in the library:

- Respectful: Students will treat other library users with respect by using an appropriate volume and safe, calm bodies.
- Open: Students will be open to learning from a variety of sources, exploring cultures, and studying authors' and illustrators' craft. The librarian will be open to students' book requests and respect their freedom to read.
- Active Learning: Students will engage and participate, whether discussing books, creating multimedia, working in groups or alone.
- Responsible: Students will care for books and return them on time. Students will treat all library supplies with care.

CIRCULATION LIMITS

- Books and materials are checked out for 30 days.
- Kindergarteners check out books that stay in the classroom.
- First and Second Graders may check out two books.

- Third through Fifth Graders may check out three books.
- Families may check out five books.
- There are no overdue fines; however, lost books will result in a bill to pay for a replacement copy.

TECHNOLOGY

Instructional technology is a tool for both learning and sharing learning, and the King Open school follows guidelines set by the state regarding expectations for students in Kindergarten through Fifth Grade. In the lower elementary grades, students build a foundational understanding of the basic hardware components, the role of technology as a tool, and begin to explore online resources curated by teachers. Upper elementary students expand their use of technology as a creativity, communication, and collaboration tool that can be used to access and share information through a variety of media. Students and teachers are supported in their use of technology by the Instructional Technology Specialist who is able to provide pedagogical guidance on appropriate and authentic opportunities to integrate technology in support of the curriculum.

TECHNOLOGY INSTRUCTION

Students in grades four and five meet weekly with the Instructional Technology Specialist and Library Media Specialist for integrated technology instruction. Opportunities in this class include, but are not limited to, research through district supported online databases, keyboarding practice, presentation creation to share learning, and a media literacy unit that culminates in student produced media.

PHYSICAL EDUCATION

In Physical Education class, your child will participate in a variety of activities and movement experiences that are designed to improve overall health and wellness. During the year students will be given many opportunities to develop and enhance their social, physical, mental, and emotional health.

WHAT TO WEAR

Students should come to P.E. with the appropriate clothing to ensure safety and maximal participation.

- SNEAKERS with laces or Velcro - athletic type shoes (no boots, sandals, crocs, or dress shoes)
- Comfortable clothing that students can move in

GRADES JK-2: WHAT UNITS WILL WE BE EXPLORING THROUGHOUT THE YEAR?

Rules/expectations, Spatial Awareness, Body Control, Locomotor Movements, Traveling, Movement Concepts, Balancing and Rolling, Chasing/Fleeing/Dodging, Rhythmic Movement, Creative Movement, Collecting, Throwing and catching, Dribbling, Striking and Kicking, Healthy Heart/ Fit, Body World Games

GRADES 3-5: WHAT UNITS WILL WE BE EXPLORING THROUGHOUT THE YEAR?

Rules/expectations, Cooperative Games, Invasion Games, Hand-Eye Coordination, Foot-Eye Coordination, Creative Movement Striking with Implements, Chasing/Fleeing/Dodging, World Games, Grade Four only: Swimming, Grade Five Only: Ballroom Dance, Individual/Duel activities, Recreational Games, Cycling.

Part V: Social Emotional Support at King Open

Social emotional support at King Open is guided by several complementary approaches.

RESPONSIVE CLASSROOM

All King Open Staff are trained in Responsive Classroom. RC is an approach to teaching and learning. King Open staff use principles of RC to guide their social curriculum and classroom management.

Morning Meeting is the anchor of the King Open school day. Everyone is greeted by a member of the learning community. This is a time when we build community and strengthen social skills through songs, activities, news and announcements, and games. Typically, Morning Meeting is 15-30 minutes in duration and begins promptly after all school announcements.

As written by ResposiveClassroom.org, Take-a-Break is a positive, respectful, and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so that they can do their best learning.

The Buddy Room is used when a student does not respond to Take-a-Break in his/her own classroom. At the beginning of the year, each King Open teacher identifies a Buddy Room where students can go. The purpose of the Buddy Room is to create an additional safe environment for a student to reset their behavior and then return to their classroom ready to participate in a positive way.

SCHOOL WIDE TRAUMA SENSITIVE ENVIRONMENT

The King Open is committed to providing a trauma sensitive environment. Our Social Emotional Learning Team and leadership provide ongoing support to teachers to use best practices in their classroom.

MINDFULNESS

Mindfulness is implemented throughout the day at King Open and is a way to pay attention to our body, thoughts, and emotions and in a purposeful way. The benefits include improved ability to focus, reduced stress and anxiety, impulse control, and self-esteem. The Mindfulness program used at King Open was created by Mindful Schools. www.mindfulschools.org

SOCIAL THINKING

Social Thinking is a social skills curriculum developed by Michelle Garcia Winner and is widely used among staff at King Open to enhance students' social thinking and social skills. Social thinking is the process by which we interpret the thoughts, beliefs, intentions, emotions, knowledge and actions of another person along with the context of the situation to understand that person's experience.

NURTURED HEART APPROACH

The Nurtured Heart Approach is a positive behavior guidance system that elevates a child's strengths and celebrates their successes. The three "stands" or strategies are: refuse to energize negativity, relentlessly energize positive behaviors and use absolute clarity in setting and enforcing expectations. Teachers at King Open and the King Open Extended Day work with Nurtured Heart consultant.

ZONES OF REGULATION

The Zones of Regulation is a Social Thinking curriculum used widely among staff at King Open. The curriculum is geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavioral approach, the curriculum's learning activities are designed to help students recognize when they are in different emotional states called "zones," with each of the four zones represented by a different color (blue, green, yellow, red). In the activities, students also use strategies or tools to regulate their bodies so that they can remain in or return to a calm state, in order to maximize their learning abilities in the classroom.

COUNSELING

School-based counseling (individual and group) is available to students at King Open. Referrals for counseling are made through the Student Support Team. Once a student is referred, the Student Support Team utilizes tiered interventions to determine if school counseling is an appropriate intervention for a student, with parent permission.

RESPONSE TO INTERVENTION (RTI)

WHAT IS RESPONSE TO INTERVENTION?

According to the State of Massachusetts Department of Education, Response to Intervention (RtI) can be defined as a multi-tiered (defined below) approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. For more from the

Department of Education, visit

<http://www.doe.mass.edu/sfss/presentations-pubs/academic-tiered-instruction.pdf>

<http://www.doe.mass.edu/sfss/blueprint.pdf>

WHAT DOES THE RTI MODEL LOOK LIKE AT KING OPEN?

In efforts to keep the definition above true, King Open uses the following process for RtI in school:

Screeners: In September, January, and May, the RtI Team uses computer based screeners to understand how students are doing in English Language Arts (ELA), Math, and Social Emotional Learning. FAST Screeners help indicate how students are progressing towards grade level benchmarks. The RtI Team looks at data from Screeners to decide what kind of supports students require. King Open uses the FastBridge system to screen students; which is used throughout Cambridge Public Schools (<http://www.fastbridge.org/>)

Multi-tiered Approach: According to Screener data, teachers throughout the school plan to decide what level of intervention students may require. Tier 2 and Tier 3 (defined below) support is based on student data and need, as determined by the RtI Team and Classroom Teachers.

Tier 1: ALL Students receive Tier 1 support. Tier 1 support is whole group, teacher led instruction in any subject area; general teaching the teacher does daily. Or, any universal behavior supports or plans that help the whole class. This is from the classroom teacher.

Tier 2: SOME Students receive Tier 2 support. Tier 2 support can be delivered from the classroom teacher OR another adult who supports the classroom. This can happen in or outside of the classroom. Tier 2 support helps supplement or enrich whatever was taught in Tier 1, to the whole class.

Tier 3: SOME Students receive Tier 3 support. Tier 3 support is given usually outside of the classroom, by an ELA or Math Interventionist. The Interventionist will take anywhere between one and four students out of the classroom to deliver specialized instruction, based on what the student(s) need. In order to be considered Tier 3, students must also be receiving Tier 1 (whole group by the classroom teacher) and Tier 2 (small group by the classroom teacher or another adult). The same process exists for Behavior and Social Emotional Support.

Progress Monitoring: Students generally receive Tier 2 or Tier 3 support, flexibly, for about 6-8 weeks. Then, student progress is discussed with classroom teachers. The RtI team, alongside the classroom teacher, will decide if the student requires further intervention, or has made progress and no longer requires desired support. RtI is intended to be a flexible, short term intervention.

For more information on Response to Intervention, please contact King Open's Literacy or Math Coach.

SPECIAL EDUCATION AND 504s

For questions about special education or to discuss your child's IEP or progress, please contact the School Psychologist, Ami K. Henderson, or your child's special education teacher or case manager.

For questions about 504s or to discuss your child's 504, please contact Principal Williams at dwilliams@cpsd.us.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language (ESL) service is offered to students who come from non-native English speaking homes. The goal of ESL instruction is to develop the skills needed to integrate into an age appropriate grade.

To receive ESL services, a student must first be registered as a non-native speaker and then are tested under the W-APT within the four domains of language: Listening, Speaking, Reading, Writing. If a student does not score as proficient enough to acquire the language within the general education classroom, he/she may be classified as an ELL or English Language Learner. A student may then begin receiving ESL services.

The ESL teacher(s) assesses the English language skills of newcomers to help determine programming. The ESL teacher will schedule a pull-out time with the general education teacher. Pull-out times vary, and the amount of support given to each ELL is dependent on the student's level of English proficiency. During the time scheduled, students will work on their academic language throughout the different domains. Students will also have a chance to work on social language as they are usually grouped with peers of similar proficiency levels.

The ESL department has designed its own curriculum, and is based upon the language required for students to succeed within the classroom. Each unit incorporates different vocabulary, language, and grammar necessary to succeed within that unit. Additionally, each unit incorporates the Common Core State Standards as they apply to the unit of study. The ESL teacher then uses the CCSS, unit of study, and knowledge of the child's language skills to design a lesson. The lesson is also differentiated based on student and on need.

The ACCESS test, administered in January, assesses the students' progress with the language. **All** students who are classified as ELL are required to take the ACCESS test. The ACCESS test assesses the four domain, each in its own section. Results are available at the end of the school year. A student must receive an overall score of 5 to be considered "proficient" within the English language and exit from ESL services in June of that school year.

BIG BROTHER/SISTER, READ TO A CHILD

The King Open School partners with the Big Brothers and Big Sisters organizations to match volunteer mentors with KO students both during the school day and for KOED enrolled students during after-school hours. Referrals for a Big Sister or Big Brother can be made by a parent caregiver and/or a teacher. These are school based matches, so Bigs meet with their Littles at school. Transitioning into a community-based match can be an option but it is not required. Talk to your child's teacher if you are interested.