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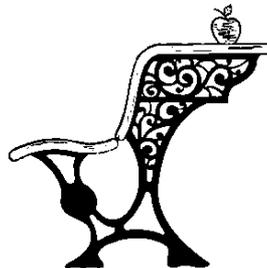
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MISSION STATEMENT

The mission of Westside Community Schools, as an innovative educational system, is to ensure academic excellence and to serve the unique needs of all learners.

This mission is at the heart of everything that we do. Westside Community Schools offers excellence in education at all levels. Every day, some of Nebraska’s most highly educated and award-winning teachers bring the joy and wonder of learning into our classrooms.



Visit our website at www.westside66.org
for continual detailed current information.

HISTORY OF DISTRICT 66

Residents living on the western edge of Omaha in 1946 were so concerned about the education being offered in their rural schools that the boards of education of Districts 19, 31, 46, and 65 sought the advice of the University of Nebraska Teachers College and the State Department of Education. As a result of this request, a recommendation was made to merge the four districts into one, to better care for individual differences in children. It was proposed that existing school facilities be used for kindergarten through grade 6, and a new high school be built to house students in grades 7 through 12. It was also suggested that the high school program be developed, and the new building be built to accommodate the new program.

A series of joint meetings during the winter culminated in the merger of Districts 31, 46, and 65 to form District 66 in March of 1947. (District 19 chose not to join.) The first three schools in the new District were Oakdale, Loveland, and Underwood.

Today Westside Community Schools, District 66, is a national award winning school district serving a PreK-12 population of approximately 6000. We have seven early childhood centers, two four year old programs, ten elementary schools offering full-day kindergarten, one middle school and one senior high school.

For over sixty years, the over-arching aim of the District's staff, administration and Board of Education has been to provide excellence in education at every level to its residents. Westside High School continues to lead the state in the percentage of its graduates recognized as National Merit Scholars. The students' SAT and ACT scores are consistently above state and national averages.

Westside Community Schools provide a unique mix of high academic and behavioral expectations and a warm family environment. Westside Community Schools' students, faculty, parents, and the Board of Education work together to create a warm, nurturing atmosphere of learning that encourages academic excellence, personal growth, and a lifelong commitment to service.

PURPOSE

The purpose of this handbook and curriculum guide is to provide parents and students with information on common school procedures and curriculum throughout the elementary level in the Westside Community Schools.

This standard set of procedures is found within all ten elementary schools. It is our hope that your most commonly asked questions will be answered. Understandably, each school is unique, therefore, schools may have procedures and practices which are designed to meet their individual needs.

Please feel free to call your home school if you have further questions.

PARENTAL INVOLVEMENT IN EDUCATION

Parents are always welcome at Westside Community Schools and are encouraged to visit whenever they can. However, the safety of the students is the most important consideration for Westside Community Schools. Consequently, the office and administration **MUST** know who is in the building at all times. All parents and other visitors are required to stop at the office and register as a visitor. Everyone's cooperation with this procedure will be appreciated. If a parent wishes to visit a classroom, it is expected that an appointment be made through the office or with the individual teacher. The parent is still required to register in the office when he/she arrives for the visit.

Parents are also encouraged to talk with teachers about their children whenever they have concerns or questions. Please call in advance if other arrangements are necessary. The teachers will be glad to accommodate your request as best as possible.

Unless it is an emergency, teachers will not be called to the phone, but a message may be left on their individual voice mail.

PROCEDURES

ATTENDANCE

All Westside Community Schools shall be open for the purpose of instruction every day of the school year, Monday through Friday, except for such holidays as established in the school calendar and other days when school is not in session as allowed in **Policy 5180 School Dismissal**.

(Legal Reference: Statute 79-211)

Every person residing in a school district “...who has legal or actual charge or control of any child who is not less than seven years of age and not more than eighteen years of age or who is younger than seven years of age and is enrolled in any public school shall cause such child to attend regularly ... each day ... schools are open and in session, except when excused by school authorities, unless such child has graduated from high school.”

(Legal Reference: Statute 79-201)

ABSENCES AND TARDIES

Students are expected to be on time and in attendance each school day unless excused by a parent or guardian. The administration of student absences and tardies shall be the responsibility of the building principal and the District’s attendance officer. Absences and tardies are combined, regardless of the reason, to calculate the amount of time absent from school. When the following attendance thresholds are reached, the school district will initiate the following actions:

5 Days* Letter to parents from building principal

10 Days* Letter to parents from building principal
(You may also receive a letter from the County Attorney’s Office)

15 Days* Letter to parents from building principal

20 Days* Letter to County Attorney about possible violation of Statute 79-201

*A combination of absences and time missed due to tardies.

Any student who accumulates absences and tardies that are deemed as excessive by school authorities will be subject to the provisions of a written attendance plan designed to stop the truancy. Parents and/or guardians are expected to participate in this attendance plan process. Failure by the parents and/or guardians to help with the planning, implementation and compliance with the attendance plan will be documented and reported to the County Attorney's Office.

ABSENCES AND COMPLETION OF ASSIGNMENTS

Each student shall be required to make up all work missed during an absence. If the absence is of long duration and the student has found it impossible to keep up with the class work, then it shall be at the discretion of the principal to decide the appropriate instruction and class placement necessary to benefit the student.

RECORDING ABSENCES AND TARDIES

At the elementary level, for state reporting purposes, attendance is taken twice daily, once in the morning and once in the afternoon. If a student is more than 1 1/2 hours late at either time, they will be counted absent for 1/2 day. Tardies to school are also documented each day.

ABSENCES FOR SCHOOL RELATED ACTIVITIES

Students missing instructional time because of participation in school-sponsored events shall not be counted absent from school for state reporting purposes.

PREARRANGED ABSENCES

If it is known that a child will be absent, the parent is requested to notify the office so that the teacher may plan the student's work for the period of absence. If a child is to be excused during the school day, a note of explanation should accompany the child on that day.

REPORTING ABSENCES

Parents are requested to call the school office or voice mail before 9:15 a.m. to report the absence of their child. An attempt is made to check on all absent children. Children who are tardy are required to report to the office to check in before going to the classroom. If you know your child will be late due to an appointment, etc., please call the school to report your child's lunch arrangements for the day.

BIRTHDAYS

Parents and students are welcome to bring treats to share with classmates to celebrate a birthday. We encourage non-food items or that food brought be nutritious. Homemade food items are discouraged. Arrangements should be made with the classroom teacher. Please do not send birthday party invitations to school unless the entire class is invited.

BREAKFAST/LUNCH PROGRAM

A child may purchase a hot lunch or bring a lunch from home. Milk may be purchased at the cafeteria. A lunch account will be established for each child and lunch/breakfast will be deducted daily. Cash is accepted on a daily basis, but must be taken to the office upon arrival to school. When purchasing lunch, checks should be made payable to each individual school. Breakfast is served each morning from approximately 8:20 to 8:35 a.m. at schools providing breakfast.

Students are notified if their account becomes low or has a negative balance. Parents will be notified if the student forgets lunch money. No student will go without lunch, but will be given a cheese sandwich and milk.

Free and Reduced Meal forms can be obtained at the school office.

Non-discrimination Statement:

This explains what to do if you believe you have been treated unfairly.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410 or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

COMMUNICATION

Communicating with you is important to us; with the technological tools we have today, there are many ways to do just that.

Listed below are the most common practices for communicating:

- person to person
- telephone
- weekly newsletter
- e-mail (lastname.firstname@westside66.net)
example: doe.john@westside66.net
- voice mail
- PowerSchool
- Website (www.westside66.org) District/School/Teacher/Parent websites



CHANGE OF ADDRESS OR TELEPHONE NUMBER

Please notify the main office immediately if there is a change in your address or telephone number. Parents are also asked to give their work numbers and at least two local telephone numbers of people who will be responsible for the child when the parent is not available. Parents are asked **not to** list persons who are working, unable to drive, or are unavailable during school hours. The school office is open from 8:00 AM to 4:15 PM.

CODE OF CONDUCT

Students of Westside Community Schools represent themselves, their families, their school, and the Westside Community. It is the intent of this Code of Conduct to promote responsible behavior among all students at school and in the community. This policy applies to all secondary and elementary students. All board policies can be found on the website.

DEFINITION OF TERMS

1. “Short-term suspension” means the exclusion of a student from attendance in all schools within the District for a period not to exceed five school days.
2. “Long-term suspension” means the exclusion of a student from attendance in all schools within the District for a period exceeding five school days, but less than twenty school days.

3. “Expulsion” means exclusion from attendance in all schools within the District (except the location designated for alternative education) for a period not exceeding the remainder of the semester in which the expulsion took effect, and in addition, the next full semester to the extent permitted by the Student Discipline Act
4. “Mandatory reassignment” means the involuntary transfer of a student to another school in the District in connection with any disciplinary action.
5. “Other disciplinary action” includes, but is not limited to, open mod in-school suspension (applicable to high school only), in-school suspension, short and long-term restrictions on a student’s participation in school sponsored activities, clubs, and athletic programs, temporary or permanent loss of privileges to ride on school-provided busses, vans or other transportation, student counseling, parent conferences, rearrangement of schedules, requiring a student to be in school other than regular school hours to do additional work, and requiring a student to receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.
6. “Harassment” on the basis of sex includes, but is not limited to, unwelcome physical contact of a sexual nature and unwelcome verbal, written, or physical advance or suggestion of a sexual nature. Harassment on the basis of race, national origin, disability, age, religious beliefs, personal appearance, sexual orientation, gender, or marital status includes, but is not limited to, any verbal or written statements to or about an individual which ridicules, slurs, mocks, derides, disparages, or makes fun of the individual because of his or her race, national origin, disability, age, religious beliefs, personal appearance, sexual orientation, gender, or marital status.
7. “Bullying” is as defined in **Board Policy 5310**.
8. “Firearm,” as defined in 18 U.S.C. 921, means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any Destructive Device.
9. A “Destructive Device” includes (a) any explosive, incendiary, or poison gas, bomb, grenade, rocket having propellant charge of more than four ounces, missile having a explosive or incendiary charge of more than one-quarter ounce, a mine, or device similar to any of these devices;

(b) any type of weapon by whatever name known which will, or which may be, readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (c) any combination of parts either designed or intended for use in converting any device into any destructive device described in (a) or (b) and from which a destructive device may be readily assembled.

STUDENT CODE OF CONDUCT

I. ON SCHOOL GROUNDS/AT SCHOOL-SPONSORED ACTIVITIES/SCHOOL TRANSPORTATION

A. Prohibited Conduct. The following conduct set forth in Paragraphs 1-27 constitutes Prohibited Conduct if the conduct occurs on school grounds, a school-sponsored activity or athletic event, or in a vehicle owned, leased, or contracted by Westside Community Schools being used for a school purpose or in a vehicle driven for a school purpose by a school employee or by his or her designee. The conduct set forth in Paragraph 9 also constitutes Prohibited Conduct regardless of where the conduct occurs.

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student;
4. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon. This includes, but is not limited to, firearms, knives and switchblades (regardless of blade length), B.B. guns, stun guns, air-soft guns, or any item that has the appearance of a weapon or that is portrayed by a student as a weapon;
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401 of the Nebraska statutes, a substance represented to be

a controlled substance, or alcoholic liquor as defined in section 53-103 of the Nebraska statutes, or being under the influence of a controlled substance or alcoholic liquor.

7. Public indecency as defined in Section 28-806 of the Nebraska Statutes, except that the definition of public indecency applies only to students at least twelve years of age, but less than nineteen years of age;
8. Engaging in bullying as defined in **Board Policy 5310**;
9. Sexual assault or attempted sexual assault of any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this policy, sexual assault means sexual assault in the first degree as defined in Section 28-319 of the Nebraska Statutes, sexual assault in the second degree as defined in Section 28-320 of the Nebraska Statutes, sexual assault of a child in the second or third degree as defined in Section 28-320.01 of the Nebraska Statutes, or sexual assault of a child in the first degree as defined in Section 28-319.01 of the Nebraska Statutes, as such sections now provide or may hereafter from time to time be amended.
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes;
11. A repeated violation of any rules and standards in this Code of Conduct, if such violations constitute a substantial interference with school purposes;
12. Gambling;
13. Profanity or vulgar language or gestures;
14. Insubordination, dishonesty, or gross disrespect to teachers, school officials, other school employees, volunteers, or bus/van drivers.
15. Behavior that constitutes a danger to any other person or that is disruptive to, or seriously interferes with, class work, school activities, or school transportation.
16. Plagiarism or, cheating, or other academic dishonesty;
17. Skipping school, home room, or regulated time, being tardy, or being out of the building without permission;
18. Attending fewer than four classes (applicable to high school students only);

19. Use or possession of any form of tobacco, tobacco or nicotine delivery device, or tobacco-product look-alike, e-cigarette or vapor (“vape”) dispenser of any kind regardless of the substance, if any, that it contains;
20. Possession or use of any mood-altering or behavior-affecting substance regardless of whether possession or use is unlawful under the laws of the State of Nebraska;
21. Violation of student dress code;
22. Harassment or discrimination of any student, school district employee, volunteer, or bus/van driver on the basis of the individual’s race, national origin, sex, disability, age, religious beliefs, personal appearance, sexual orientation or marital status; and
23. Retaliation against any student, school district employee, volunteer, or bus/van driver for reporting or asserting a claim of harassment, discrimination or bullying;
24. Falsely reporting or asserting a claim of harassment or discrimination, or bullying;
25. Participation in hazing in connection with initiation, orientation, or similar activities intended as an induction into any school program or activity; and
26. Violation of the Internet Acceptable Use Responsibility Agreement or any computer use agreement.
27. Photographing, videotaping or audio recording any student, school district employee, volunteer, or bus/van driver without prior consent of that person.

B. Disciplinary Action for Prohibited Conduct on School Grounds at a School-Sponsored Activity or Athletic Event, or in a Vehicle Being Used for School Purposes

Prohibited Conduct described in paragraphs (1) through (11) above constitute grounds for short or long-term suspension, expulsion, mandatory reassignment, and/or other disciplinary action. Prohibited Conduct described in paragraphs (11) through (25) above constitute grounds for short-term suspension and/or other disciplinary action. Alternatives to suspension or expulsion will be imposed against students who are truant, tardy, or otherwise absent from required school activities.

PROCEDURES

The principal or designee will conduct a reasonable investigation of the alleged Prohibited Conduct, examine the facts and circumstances, contact law enforcement as required by law, and cooperate with any law enforcement investigation.

The student will be given an opportunity to present his or her version of the situation. The principal or designee will determine the appropriate disciplinary action based upon the severity and extent of the Prohibited Conduct. The principal or designee shall make a reasonable effort to notify the student's parents or guardians of the alleged behavior violation and the reasons for disciplinary action.

If the principal or designee determines that the appropriate disciplinary action is short-term suspension, the student and the student's parents/guardians will be given oral or written notice of the alleged behavior violation and resulting disciplinary action. The principal or designee shall make a reasonable effort to hold a conference with the parents/guardians before or at the time a student returns to school after a short-term suspension. At the time of the short-term suspension, the student and parents/guardians shall be provided with information regarding any opportunity to complete class work (including examinations) missed during the short-term suspension.

Any long-term suspension, expulsion, and mandatory reassignment for Prohibited Conduct shall be subject to the procedural requirements set forth in the Student Discipline Act of the Nebraska Statutes.

During any time period that a student is excluded from school due to short-term suspension, long-term suspension, expulsion, or emergency exclusion, the student will be prohibited from being on school grounds (except the location designated for alternative education), from attending any extracurricular activities that take place on District property, and from participating in any school-sponsored activities, clubs and athletic programs. Other disciplinary action may also be imposed in the form of additional restrictions (beyond the length of the suspension, expulsion or emergency exclusion) on the student's participation in school-sponsored activities, clubs and athletic programs, where such curtailment is necessary to aid the student, further school purposes, or prevent interference with the educational process.

If such other disciplinary action is imposed (in the form of restrictions on the students's participation in school-sponsored activities, clubs and/or athletic programs) beyond the time-period of the suspension, expulsion or exclusion, or is imposed in a situation where there has not been any accompanying suspension, expulsion or exclusion, the District shall provide such due process as is required by law, and the student and the student's parents/guardians will be provided with a copy of the District's procedures for contesting such restrictions.

School Transportation

The Code of Conduct requirements set forth in this policy apply equally to students when using any District-provided transportation.

Disciplinary action for behaviors that occur on District transportation includes, but is not limited to, temporary or permanent loss of riding privileges. During any period in which the transportation privilege is lost due to the misconduct of the student, transportation to and from school becomes the sole responsibility of the parent/guardian.

The Superintendent or designee will conduct a reasonable investigation of the alleged Prohibited Conduct, and shall make reasonable effort to notify the student's parents or guardian of the alleged behavior violation. The student will be given an opportunity to present his or her version of the situation. The Superintendent or designee will determine the appropriate disciplinary action based upon the severity and extent of the Prohibited Conduct, and shall make reasonable effort to notify the parent/guardian.

Any long-term suspension, expulsion, and mandatory reassignment from school for Prohibited Conduct shall be subject to the procedural requirements set forth in the Student Discipline Act of the Nebraska statutes.

II. OFF-SCHOOL GROUNDS/NOT AT SCHOOL SPONSORED ACTIVITY OR SCHOOL VEHICLE

A. Prohibited Conduct. The following constitutes Prohibited Conduct if the conduct occurs off school grounds, and not at a school-sponsored activity or athletic event or in a vehicle being used for a school purpose:

- Assault, attempted assault, or use of violence, threats, intimidation, or bullying of a student, staff member, or any other person
- Willfully damaging property, stealing, or attempting either;
- Causing or attempting to cause physical injury to a school employee, student, or other person;
- Illegal possession of a weapon or intending to use, attempting to use, or using a weapon;
- Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in Section 28-401 of the Nebraska Statutes, a substance represented to be a controlled substance, or alcoholic liquor as defined in Section 53-103 of the Nebraska Statutes, or being under the influence of a controlled substance or alcoholic liquor;
- Unlawful possession of drug paraphernalia, as defined in Section 28-441 of the Nebraska Statutes;

- Sexual assault or attempted sexual assault of, or unwanted sexual contact with, any person prior to, or in the absence of, a complaint being filed by a prosecutor in a court of competent jurisdiction.
- Participation in hazing in connection with initiation, orientation, or similar activities intended as an induction into any school program or activity; and
- Violation of the Internet Acceptable Use Responsibility Agreement or the terms of any computer user agreement.

B. Disciplinary Action for Prohibited Conduct Off School Grounds and not at a School-Sponsored Activity or Athletic Event or in a Vehicle Being Used for A School Purpose

Alleged Violation:

If the administration believes a student has been involved in Prohibited Conduct, a conference may be initiated with the student and his or her parents or guardians to discuss the matter and decide upon appropriate intervention, if any.

Evidence of Violation:

If the administration obtains direct evidence that a student has engaged in Prohibited Conduct, although not cited or charged, the administration may initiate an intervention procedure. This procedure may involve a conference with the student, parents or guardians, and the appropriate school officials to discuss the conduct and an appropriate intervention. Intervention may include open-mod in-school suspension (applicable to high school students only), in-school suspension, an approved counseling program or screening procedure (with written consent of parents or guardians), school attendance at times other than regular school hours, and short or long-term restrictions regarding the student's participation in school-sponsored activities, clubs and athletic programs.

Charged with Violation:

Any student receiving a citation and/or charged criminally for Prohibited Conduct or on whom a petition has been filed in juvenile court for Prohibited Conduct, wherever or whenever such conduct occurs, may be subject to disciplinary action. The disciplinary action may include in-school suspension, short-term suspension, an approved counseling program or screening procedure (with written consent of parents or guardians), and short or long-term restrictions regarding the student's participation in a school-sponsored activity, club and athletic programs for up to one school year.

Guilty of Violation:

If a student is found guilty of Prohibited Conduct, he or she shall be disciplined. The discipline may include short-term suspension from school or other disciplinary action.

Procedure for Short-Term Suspension:

In the event of short-term suspension, the student shall be given oral or written notice of the alleged Prohibited Conduct and an explanation of the evidence the principal or designee has to support the allegations, and the student shall have an opportunity to present his or her version. The principal or designee shall send a written statement to the student and to the student's parents or guardians describing the Prohibited Conduct and the reasons for the short-term suspension. The principal or designee shall make a reasonable effort to hold a conference with the parents or guardians before or at the time a student returns to school after a short-term suspension. At the time of the short-term suspension, the student and parents or guardians shall be provided with information regarding any opportunity to complete class work (including examinations) missed during the short-term suspension.

During the short-term suspension the student will be prohibited from being on school grounds and from attending any extracurricular activities that take place on District property and from participating in any school-sponsored activities, clubs and athletic programs. Additional restrictions (beyond the length of the short-term suspension) may also be imposed on the student's participation in school-sponsored activities, clubs and athletic programs where such curtailment is necessary to aid the student, further school purposes, or prevent interference with the educational process.

Appeal Process:

Any secondary student receiving a short-term suspension for Prohibited Conduct off school grounds and not at an educational function or event, a school-sponsored activity or athletic event or in a vehicle being used for school purposes may appeal the disciplinary decision to the Superintendent and may appeal the decision of the Superintendent to the Board of Education.

If restrictions are imposed on the student's participation in school sponsored activities, clubs and/or athletic programs beyond the time of the short-term suspension, or are imposed in a situation where there has not been any accompanying short-term suspension, the District shall provide such due process as is required by law, and the student and the student's parents/guardians will be provided with a copy of the District's procedures for contesting such other disciplinary action.

III. OTHER DISCIPLINARY PROVISIONS APPLICABLE TO ALL STUDENTS

Possession of a Firearm:

A student found to have knowingly and intentionally possessed, used, or transmitted a firearm (as defined in 18 U.S.C. 921) on school grounds, at a school-sponsored activity or athletic event, or in a vehicle being used for a school purpose shall be expelled from school for a period not less than one calendar year. The period of expulsion may be extended beyond one year to the beginning of the semester following the one-year period. The Superintendent is authorized to modify the expulsion requirement on an individual basis.

Alternative Programs for Expelled Students:

Expelled students will be offered educational alternatives for the duration of their expulsion. The educational program may include, but shall not be limited to: (1) an educational program at an alternative school setting; (2) participating in an educational program in another District or educational institution; (3) individually prescribed educational and counseling programs; (4) community-centered classrooms with on-the-job training; or (5) specialized tutoring. Such programs will include an individualized learning program to enable the student to continue academic work for credit towards graduation during the term of their expulsion.

(Legal Reference: Statute 79-266)

Review of Long-Term Expulsion:

Any expulsion remaining in effect during the first semester of the following school year shall be reviewed prior to the start of the school year as follows:

1. A hearing examiner shall give notice to the student's parents/guardians and shall conduct the hearing.
2. The review shall be limited to new evidence or changes in the student's circumstances since the original hearing.
3. The hearing officer may recommend, based upon the new information, that the student be readmitted.
4. The student may be readmitted by the Superintendent unless the Board of Education or a committee of the Board took the original action to expel, in which case the student can be readmitted only through Board action.

Emergency Exclusion Up to Five Days:

The principal or designee may exclude a student from school for not more than five school days if:

1. The student has a dangerous communicable disease transmissible through normal school contacts and the student poses an imminent threat to the health and safety of the school community, or
2. The student's conduct presents a clear threat to the physical safety of the student or to others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Before such emergency exclusion takes effect, the student shall be given oral or written notice of the reason for the exclusion, an explanation of the evidence supporting such exclusion, and be provided an opportunity to present his or her version. The principal or designee shall send a written statement to the student and the student's parents or guardians describing the reasons for the action taken. The principal or designee shall make a reasonable effort to hold a conference with the parents/guardians before or at the time the student returns to school.

Emergency Exclusion Beyond Five Days:

If the Superintendent or his/her designee determines that an emergency exclusion shall extend beyond the initial five school days, the following notice and hearing procedures shall be followed, and all procedures shall substantially comply with the provisions of Sections 79-266 to 79-287 of the Student Discipline Act:

1. Written notice of the basis for the emergency exclusion beyond five days shall be given to the student and the student's parents/guardians by personal delivery or sent by registered or certified mail on or before the sixth day of the emergency exclusion, and shall include:
 - a. A form on which the student or the student's parents/guardians may request a hearing, the date by which the hearing request must be received, and notice that, if such timely request is received, the requestor has a right to have that hearing held and a final determination made within ten school days after the first day of the emergency exclusion;
 - b. Hearing procedures and appeal procedures;
 - c. Advisement of the right to examine the student's academic and disciplinary records and any affidavits to be used and of the right to know the identity of witnesses and the substance of their testimony

2. If a timely request for a hearing is made, the Superintendent or his or her designee shall appoint a hearing examiner, and the hearing examiner shall give oral or written notice to the principal, the student, and the student's parents/guardians of the time and place for the hearing. If the request of the student or the student's parents/guardians is received after the deadline date provided on the request for hearing form, the same basic procedure shall be followed and the hearing should be an expedited one since the student is already out of school, but the hearing and determination need not be completed by the end of the tenth school day following the exclusion.

Rules Regarding Other Conduct:

In the event that individual coaches or sponsors of activities and/or clubs impose eligibility restrictions for student participation in school-sponsored activities for behavior other than those listed above, those restrictions or rules shall be written and communicated to the participating students. Violation of the restrictions or rules shall result in discipline ranging from a reprimand to permanent removal from the school sponsored activities and/or clubs.

Students with Disabilities:

Suspension, expulsion and/or emergency exclusion of verified or eligible disabled students under the Individuals with Disabilities Education Act or Section 504 shall comply with District procedures and state and federal law. (Legal Reference: Statute 79-254-79-296)

EMERGENCY PROCEDURES

Note: Specific procedures for inside emergencies are designed for each school. Please refer to your school for details.

Crisis Response Team:

The philosophy of the Westside Community Schools is to prevent crises from happening, and to minimize their effects upon students, staff, their families and the community whenever they do occur.

The Crisis Response Team (CRT) consists of staff members specifically trained in crisis response and management. All members are volunteers willing to be available at any time. The Crisis Response Team evaluates each crisis situation and develops and implements a specific management plan. The primary functions of the team include:

1. To determine if a crisis exists.
2. To determine if the CRT should be activated.
3. To evaluate the risk factors of student(s) in crisis.
4. To develop and implement specific intervention plans.
5. To communicate and coordinate with the school administration and the director of communications.
6. To communicate and coordinate with community agencies.
7. To provide support for students, staff and families.
8. To help return school to normalcy after a crisis.
9. To provide follow-up support to students and staff.

Weather Related School Dismissal:

The Superintendent will have the authority to dismiss school and school related activities in the event of severe weather conditions, emergencies, or special school-sponsored events.

In the event of inclement weather, it shall be the decision of the parents or guardians as to whether or not the child shall attend school.

Generally, school will not be dismissed during the school day because of inclement weather or other emergencies. However, parents may come to the school and pick up their children.

Generally, all school related activities involving students will also be cancelled when school is dismissed due to severe weather.

(Board Policy #5180)

If severe weather forces the closing of school, an announcement will be made on local radio/TV stations, usually by 6:30 a.m. or parents will receive an automated phone message prior to the start of school. Please make arrangements with your children prior to the school day as to transportation home, where to go if no one is home, meeting places, etc.

Fire and Tornado Procedures:

All children who are at school during a tornado or fire warning will follow standard safety procedures which have been established by the school. No child will be dismissed except to his parent/guardian or someone designated by the parent.

Summary of the School Immunization Rules and Regulations 2016-17

Student Age Group	Required Vaccines
<p>Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider</p>	<p>4 doses of DTaP, DTP, or DT vaccine, 3 doses of Polio vaccine, 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, *Hib not required after child reaches 5 yrs of age 3 doses of pediatric Hepatitis B vaccine, 1 dose of MMR or MMRV given on or after 12 months of age, 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age. *Pneumococcal not required after child reaches 5 yrs of age</p>
<p>Students from Kindergarten through 12th Grade, including all transfer students from outside the State of Nebraska and any foreign students</p>	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age. 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month, 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.</p>
<p>Additionally, for 7th Grade Only</p>	<p>1 dose of Tdap (must contain Pertussis booster)</p>

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011 For additional information, call 402-471-6423

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/173.htm> (Title 173- Control of Communicable Diseases - Chapter 3, revised and implemented 2011)
 Updated 1/2014

HEALTH SERVICES

Health services consist of vision, height, weight, dental screening, hearing screening and overseeing of compliance with immunization and health policies. The school board policy regarding health services is extensive. For further information, please contact the health office at your school. Student health records are updated annually. Minor day to day health needs are addressed. A health assistant is employed at each building. School nursing services are contracted through the Visiting Nurse Association. These services provided by a registered nurse consist of training health assistants and school staff, developing health plans, reviewing immunizations, completing health screenings, and providing consultation on health issues. “If parent/guardian wishes to refuse school health screening, parents/guardian **must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months**, or the child will be screened at school.” You may find all health information on the District web page at www.westside66.org.

Immunization:

According to the Nebraska law, the documentation of all required immunizations (see Nebraska Immunization Summary) must be presented to the school before the student is permitted to attend school. Exception is only made if a medical reason is documented by a physician, physician assistant or advanced practice registered nurse or for valid religious objections.

Accident Insurance:

Parents may enroll in an insurance program at the beginning of the year which will cover a child going to and coming from school, within the school building or grounds, or attending a school-sponsored activity. Cost of the program is paid by the parents.

Medicine, Prescriptions and Procedures:

Any student who is required to take prescription or nonprescription medication while in school must comply with the following regulations.

1. The office must have a written, signed and dated permission form from the parent/guardian requesting that their child be given medication during school hours. The medication authorization form requires a physician signature for prescribed medication. The Medication Authorization form is available at school or on the Westside Website under Parent.

2. All medication must be brought to school in the original container labeled with the student's name, date prescribed, name of medication, directions for use, dosage details, time medication is to be taken and the physician's name. All medication must be transported to and from school by a parent.
3. In case of illness or injury, parents/guardians will be contacted by an authorized school representative to make arrangements for their child. Only a parent/guardian or person authorized by the parent will be allowed to pick up the child. This must occur in the school office.
4. If a parent cannot be reached by telephone, the emergency number furnished on the Student Enrollment Data/Verification Form will be used.
5. If, in the opinion of the school officials, medical aid is needed immediately, medical assistance may be summoned.
6. Ill or injured children will not be allowed to walk home during school hours.

Physical Examinations and Visual Evaluations:

In compliance with the Department of Health regulations, the Board of Education requires evidence of a physical examination and visual evaluation within six months prior to school entry into the beginning grade or on transfer from out-of-state, by a physician, physician assistant, nurse practitioner or optometrist (visual evaluation only). An exception to either requirement may be made if a student's parent/guardian objects in writing. **(Board Policy # 5650)**

Asthma & Allergy Protocol:

State regulation requires all schools to be prepared to implement an emergency treatment plan (protocol) anytime a student or staff member experiences a life-threatening asthma attack or systemic allergic reaction (anaphylaxis).

The protocol requires that 911 is called first. After that, an EpiPen injection is given (to provide quick breathing relief), then Albuterol is administered (which also provides additional breathing relief). This protocol is designed to provide quick, effective care, initiated by trained staff in order to prevent death from occurring due to a severe asthma attack or anaphylaxis. The protocol is a standing medical order signed by the District physician. This protocol is in effect during regular school hours.

Students with known asthma and severe allergic reactions will continue to have an emergency action plan in place along with their prescribed medication from their primary physician. If medical documentation and instructions are not on file, we will defer to the emergency protocol. If, for whatever reason, you do not want your student to receive this lifesaving emergency treatment under the protocol, you must file your written objection with the school.

(Refer to Board Policy # 5650)

Automated External Defibrillators:

The AED will be utilized when a student needs CPR. It will be the parent's responsibility to notify the building principal in writing, if a student's medical condition or other circumstances dictate that an AED not be used on the student.

(Board Policy 5650R)

HOMEWORK

Purposeful homework is an essential component of the instructional process in the Westside Community Schools. The purposes of homework are: (1) to help in the development of independent work procedures and study habits; (2) to aid in the acquisition of knowledge; (3) to assist in the mastery of skills; and (4) to encourage creative effort and pursuit of individual interests. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments.

Homework in the elementary schools should be based on skill development and increase gradually from the primary to the intermediate grades. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments to exceptional students should reflect the special needs of such students. Assigned homework will be at the discretion of each teacher based on a knowledge of the student's individual ability, awareness of home conditions, and the practice of good learning theory.

Principals and teachers are responsible for the coordination of homework assignments to eliminate undesirable overloads on certain days of the week and during certain weeks of the year.

The Board of Education recognizes Wednesday night as community and family night, so extensive homework should not be assigned for that night. Tests are not to be given on Thursday, unless sufficient prior notice has been given or class scheduling makes this impossible.

(Board Policy #6450)

KINDERGARTEN ROUND-UP

Kindergarten Round-up is held for children who will enter kindergarten in the fall. State law requires that a child must be five years old before July 31st to enter kindergarten. Parents are asked to bring their child's birth certificate, proof of immunizations, and registration form. Westside Community Schools offer a full-day kindergarten program at each elementary building. Westside Community Schools does provide an early entrance option for children with birthdays between August 1-October 15. If you would like more information please contact the ABC Building at 402-390-2100.

MEDIA COVERAGE

From time to time, students of Westside Community Schools are photographed or videotaped by District personnel or the news media for publications, television news coverage and/or other presentations, representative of what goes on within District 66. It's all part of an effort to tell the story of Westside Community Schools to those outside the District. If you do not wish your student to be included in these publicity efforts, please contact your building principal.

NUISANCE ITEMS

Students are discouraged from bringing gum and candy to school. Toys, cell phones, skateboards, electronic devices, etc. are also discouraged except when serving an educational purpose assigned by the classroom teacher. It's not the schools responsibility if these items are lost or broken. Pets are discouraged unless prearranged with the teacher.

PLAYGROUND

Note: Specific rules and regulations may differ between elementary sites. Please contact your school office for more information.

Below are listed some general standards at each site:

- Safe and adequately equipped playgrounds
- Adult supervision
- Outdoor dress code recommendations
- Student safety rules and expectations;
 - Be Safe
 - Be Respectful
 - Be Responsible

POWERSCHOOL

The Westside community Schools uses the PowerSchool student information system to maintain education records for each student. Using their individual PowerSchool accounts, parents can monitor student progress in specific courses or content areas, view attendance records, and check lunch balances. PowerSchool helps parents keep up with what's going on at school and can serve as a starting point for ongoing conversation between parent and child.

Achievement Reports are issued at the end of each quarter and are accompanied by a Parent/Teacher Conference following the 1st quarter. Parents/guardians are encouraged to take advantage of this opportunity. Please check the calendar for specific conference dates. Other conferences may be scheduled as needed by a teacher or parents/guardians.

Here are topics suggested by the National Committee for Citizens in Education which a productive Parent/Teacher Conference should cover:

- Is my child performing successfully in basic skills and major subjects?
- What are his special strengths or weaknesses?
- Does my child need special help in any academic subject? In social adjustment?
- Does my child regularly complete assigned homework?
- How well does my child get along with classmates?
- Have you noticed any changes in behavior - squinting, extreme fatigue or irritability that might signal medical problems?

PARENT/CUSTODY ARRANGEMENTS

We provide parents with equal parental rights unless those rights have been specifically altered by court order.

This means that either parent, regardless of who is the custodial or non-custodial parent, may:

- Visit the student at school (classroom/school activities serve as a parent volunteer, eat lunch, etc.);
- Be contacted by the school when the student is sick at school or has some other need;
- Pick up the student during the day (such as for illness or for medical appointments, emergency dismissals, weather, etc.) and decide who else is authorized to pick up;
- Pick up the student at the end of the school day;
- Attend parent-teacher conferences and decide additional people who may attend;
- Receive copies of school mailings; and
- Receive grades and other educational records (FERPA)

If you wish to request that the other parent not be allowed to do any of the above, you must contact your building principal and provide a court order or other legal document stating that the other parent is not permitted such right. This applies regardless of whether parents are divorced, separated, never married, still married, etc. The school will review your legal documentation and advise you as to whether it can comply with your request.

PROPER STUDENT DRESS

In order to provide an atmosphere conducive to learning, all students will follow the regulations below. In addition, elementary administrators will make final decisions regarding dress code issues that are disruptive to the educational environment, but not specifically noted in these guidelines. Elementary Dress Code applies to students both during the school day and at any school sponsored activities.

Tops:

Any shirt or blouse worn to school should completely cover the back, top of shoulders, and stomach. Any top that allows the midriff, cleavage, or undergarments to be exposed is unacceptable. The following items are unacceptable: see-through blouses or shirts, tube tops or crop tops, halter-tops, and spaghetti straps.

Students must leave heavy winter coats, long overcoats, trench coats, and other jackets in their coat hooks between the hours of 8:40 a.m. and 3:30 p.m.

Pants, Shorts, Skirts:

All shorts and skirts must be appropriate length, no shorter than mid-thigh. All pants, shorts, and skirts must be worn no lower than the hips; no sagging is permitted. Undergarments must be covered. Sleepwear, such as pajama bottoms, are not acceptable at school unless targeted in a school activity.

Footwear:

Appropriate shoes must be worn at all times. Slippers are unacceptable footwear.

Accessories:

Hats, caps, bandanas, hair picks, sunglasses, visors, and sweatbands must be placed in lockers during the school day. Backpacks and other book bags must also be stored on coat hooks between 8:40 a.m. and 3:30 p.m. For safety reasons, chains, dog collars, or sharp objects are not to be worn to school.

Offensive Dress:

Clothing or other personal items that are racist, sexist, or promote drugs/ alcohol/tobacco are not permitted. Clothing which contains violent, obscene, offensive, or suggestive words, images, or language is not permitted. Gang-related symbols worn, written, carried, displayed or communicated will not be tolerated. Any student wearing clothing that violates the dress code, disrupts the learning atmosphere or is deemed inappropriate may be asked to go home and return to school properly dressed. Students who do not follow the above expectations will be dealt with on an individual basis. Any school time missed due to correcting dress code violations will be made up after school. Students who continue to violate the dress code will be addressed on an individual basis by the school principal.

Outdoors:

During periods of extreme cold and/or thawing conditions, we request that children wear warm clothes. Please send your children to school each day prepared to go outdoors. When the temperature/wind chill is 0° or below, students will stay indoors.

(Refer to Board Policy #5350)

SCHOOL HOURS

School begins promptly at 8:40 a.m. and is dismissed at 3:30 p.m., except every Wednesday dismissal will be 3:00 p.m. Children are not to arrive earlier than 8:30 a.m. unless prior arrangements have been made with the school, or are involved with the breakfast program. There is no supervision available since teachers spend time before school in meetings or planning sessions. Parents who desire supervised childcare before school are welcome to enroll their children in Club 66. Parents may contact the main office for additional information. After school, students are expected to go directly home unless involved in supervised school activities.

8:00 - 8:30 a.m.	Staff Planning
8:40 a.m.	Classes Begin
3:30 p.m.	Classes Dismissed
3:00 p.m.	Wednesday dismissal

SCHOOL-SPONSORED ACTIVITIES AND PARTIES

School activities and parties for students will be administered under the direction of the building principal or designee.

Elementary school parties held during the school hours will be limited generally to three per year.

(Board Policy # 5620)

STAFF DEVELOPMENT COLLABORATION DAYS

The Board of Education recognizes the importance of staff development and believes that the mission of staff development is to improve learning for all students by increasing staff effectiveness through ongoing, research-based opportunities for growth and renewal. All employees are expected to be engaged in courses, programs and activities which will lead to their professional growth, expansion of skills, and increased job competence.

(Board Policy #4340)

Westside Community Schools provides Professional Development days which will provide opportunities to focus on district, building, and individual teacher goals. This year the dates will be September 2, October 17, January 16 & February 20th. In addition every Wednesday our teachers will engage in Professional Learning Community meetings after the 3 p.m. dismissal.

STUDENT RECORDS

Student Educational Records

The Family Educational Rights and Privacy Act (also known as “FERPA”) is a federal law that protects the privacy of educational records, specifically the use and disclosure of a student’s educational records, access to records, and information about students that may be disclosed without parental consent.

The 2016-17 Annual Notice of FERPA Rights is published on the District’s website ~ www.westside66.org and is located under the “About Us” tab - click on “Educational Student Records (FERPA)”. A copy of the Notice may also be obtained by contacting the Office of Student Services at 402-390-2107.

The following is a summary only of some of the information in the 2016-17 Annual Notice:

FERPA allows each school district to establish its own list of information that can be released publicly without parent (or student if age 18 or over) consent. Westside has designated these items of “directory-type” information that may be disclosed without consent (unless you opt-out):

- Student’s name, address and telephone listing
- Student’s school e-mail address
- Photographs – including in school yearbooks, District publications, calendars and other printed materials and on District social media.
- Video/Film of Student when filmed by the District for educational purposes or for promotional use, and film by news media.
- Date and place of birth
- Major field of study
- Dates student became enrolled/dis-enrolled in the District, enrollment status and grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent school or school district attended by the student prior to Westside
- Class lists.

This information may appear in school publications, yearbooks, the District's website, calendars, newsletters, and any other District publications, honor roll or other recognition lists, graduation programs, sports and other activity sheets, and released to the media.

Parents/eligible students may opt-out of the disclosure of any or all of the above information. To obtain an Opt-Out Form contact your building principal. Opt-Out Forms must be returned by September 1 of each year (or, for students enrolling after the start of the school year within 14 days of enrollment).

STUDENT FEES

(Please see Student Fees Booklet for information).

TTRANSPORTATION

Note: Specific procedures for transportation are designed for each school. Please refer to your school for details.

Bicycles:

Students are allowed to ride bicycles to and from school. Because of heavy traffic near school, students are asked to observe safety rules. Students are to walk bicycles through the safety patrol intersections and continue walking the bicycle to the bike rack. Students are encouraged to keep their bicycles locked in the parking racks. Parents/guardians are asked to keep their child's bicycles in safe working condition and to consider their child's ability to maneuver a vehicle safely and according to traffic laws. Children should wear helmets when riding their bikes.

Bus Service:

Bus service is provided to K-6 resident students who live two miles or more from the school they are required to attend, the Board of Education shall pay the cost of such transportation.

(Board Policy #3310)

Walking:

Walking to school requires alert obedience to traffic laws. Safety Patrol students and marked crossing areas assist children in negotiating busy streets. Children should remember to cross at marked sites and to respect private property by staying on sidewalks.

KINDERGARTEN THROUGH 6TH GRADE ASSESSMENT GUIDE

K-6 ASSESSMENT

Assessments provide information about student learning. All students are provided high quality assessments aligned with Westside’s standards and indicators. Students also participate in national and state tests at designated grade levels in compliance with the Nebraska Department of Education and the U.S. Department of Education.

CHARACTERISTICS OF A QUALITY ASSESSMENT SYSTEM

- Assessments are designed to serve the specific information needs of intended users. For example, the purpose of a national test is much different than the purpose of a weekly classroom reading assessment.
- The assessments are valid. Assessments are aligned to learning standards and provide trustworthy evidence of progress on those standards.
- The assessments are accurate and free from bias. Common assessments are administered using standardized procedures and are analyzed to determine whether they measure consistently over time. Performance assessments (e.g. writing) are double scored to ensure consistency across the District.
- The assessment results can be effectively communicated. For example, assessment results are used to determine the marks on the standards-based report card and match the statements on those reports.
- The assessments involve students in classroom assessment. Certain assessments are designed so that students can self-assess and keep track of their progress using criteria provided by the teacher.

TYPES OF ASSESSMENT

STATE AND NATIONAL ASSESSMENTS

State and national assessments are annual and provide information about how Westside compares to other schools in Nebraska and the U.S. These tests are designed for comparative accountability.

DISTRICT ASSESSMENTS

District assessments match Westside's standards and indicators and provide evidence of student progress on those standards. These assessments include end of unit measures as well as ongoing benchmarks used to monitor student progress. District assessments are designed to provide multiple pieces of evidence on Westside's learning standards and indicators.

CLASSROOM ASSESSMENTS

Westside provides consistent classroom assessments in addition to those that teachers implement on a day-to-day basis. Classroom teachers assess every day as they ask questions, analyze student work and provide ongoing feedback. Students also are asked to self-assess using criteria provided by the teacher. Classroom assessments provide on the spot information for teachers to make instructional decisions.

USE OF ASSESSMENT

Assessments are used for two basic purposes: summative and formative. For example, when teachers use assessment data to mark a report card-- that's summative. When teachers use assessment information to provide constructive feedback or to adjust instruction-- that's formative.

WESTSIDE'S ASSESSMENTS

READING ASSESSMENTS

In the elementary years students are working on reading skills and strategies. Westside's reading curriculum program is a systemic approach combining systematic skill and strategy development with high quality literature. The ongoing District and classroom assessments match those skills and strategies, helping teachers know where students are strong and where they need more assistance.

State and national assessments are annual and provide information on the success of the reading program. These assessments tell us how Westside compares to other schools in Nebraska and across the country. Students in grades 3-6 take a state reading assessment.

WRITING ASSESSMENTS

Westside's writing program asks students to write for a variety of purposes and audiences. The District writing assessments are aligned to the instructional units and provide information about student progress on designated genre each year. Students are assessed using writing rubrics that align to the NeSA state test. Students receive feedback on their writing ideas/content, organization, voice/word choice and sentence fluency/conventions. Students in grade 4 take a state writing assessment.

MATH ASSESSMENTS

Westside's math program is a balance of computation, problem solving and applications. The District math assessments are aligned to the math standards and provide evidence of learning in those areas. Students in grades 3-6 take a state math assessment.

SCIENCE ASSESSMENTS

Children learn about the various themes of science throughout the elementary years. Assessments are designed around those themes and integrated into instruction. Each level uses science journals as well as formal assessments that align with Westside's indicators. Students in grade 5 take a state science assessment.

K-2 District Assessment List

During the K-2 grades students will experience the following assessments.

ASSESSMENT	GRADE LEVELS
LETTER SOUND FLUENCY	K
ORAL READING FLUENCY	1, 2
LETTER NAMING FLUENCY	K
FRY WORDS FLUENCY TIMED (FREQUENT WORDS)	1- 2
NONSENSE WORD FLUENCY	K
PHONEME SEGMENTATION FLUENCY	K
READING RECORD (DECODING, FLUENCY, COMPREHENSION)	K-2
SIGHT WORDS READING	K
SIGHT WORDS SPELLING	K
WRITING SAMPLE	K-2
MATH INDICATOR ASSESSMENTS	K-2
NUMBER IDENTIFICATION	K (TITLE BLD ONLY)
QUANTITY DISCRIMINATION	K (TITLE BLD ONLY)
MATH COMPUTATION	1-2 (TITLE BLD ONLY)
MULTI-DIMENSIONAL FLUENCY	1-2

3-6 National, State and District Assessment List
During the 3-6 grades students will experience the following assessments.

ASSESSMENT	GRADE LEVELS
READING RECORD (DECODING, FLUENCY, COMPREHENSION)	3-6
MAZE (READING COMPREHENSION)	3-6
READING INDICATOR QUESTIONS AND RUBRICS	3-6
ORAL READING FLUENCY	3-6
NE-SA ELA (STATE ENGLISH LANGUAGE ARTS TEST)	3-6
WRITING SAMPLE	3, 5, 6
MATH COMPUTATION	3-6 (TITLE BLD ONLY)
MATH INDICATOR ASSESSMENTS	3-6 (TITLE BLD ONLY)
NE-SA MATH (STATE MATH TEST)	3-6
NATIONAL NORM REFERENCED TEST NWEA MAP	3, 5
NE-SA SCIENCE	5
SCIENCE INQUIRY	5
MULTI DIMENSIONAL FLUENCY	3-6

For Additional information please contact
 Ruby Larson 402-390-2108

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A GUIDE TO
KINDERGARTEN
THROUGH 6TH
GRADE



A GUIDE TO KINDERGARTEN THROUGH 6TH GRADE CURRICULUM

K-6 BOARD APPROVED CURRICULUM

Language Arts	Health
Mathematics	Physical Education
Science	Media
Social Studies	Music
Art	Technology
Guidance	

LANGUAGE ARTS

Each student will be provided appropriate language learning instruction in the areas of listening, speaking, writing, reading, vocabulary, and spelling through an integrated approach.

LANGUAGE ARTS COMPONENTS

- Reading
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Comprehension Strategies
 - Word Analysis
 - Vocabulary
- Writing
 - Writer’s Workshop
 - Writing Process
 - Six-trait Focus
 - Genre Study
- Listening/Speaking
- Spelling and Grammar

CHARACTERISTICS OF A BALANCED READING/WRITING CLASSROOM

- Shared Reading
- Guided Reading
- Independent Reading
- Shared Writing
- Guided Writing
- Modeled Writing
- Independent Writing
- Modeled Reading
- Interactive Read Aloud
- Word Study and Vocabulary Enrichment
- Language, Grammar and Spelling Experience

READING - HOUGHTON MIFFLIN JOURNEYS KINDERGARTEN THROUGH GRADE 2

Journeys is a reading and language arts program that offers a research-based combination of systematic skill and strategy development and great literature to make every child a successful reader. Journeys provides direct instruction in phonics, phonemic awareness, vocabulary, comprehension, and fluency.

READING BLOCK INSTRUCTION: GRADES 3-6

In grades 3-6, Westside's reading instruction is comprised of the following resources and methods:

Houghton Mifflin's Journeys
Houghton Mifflin's Leveled Readers
Comprehension Toolkit



WRITING GRADES K THROUGH 6

Explorations in Nonfiction Writing

Nonfiction writing is essential to learning and to inquiry, to communication, and to the support of deeper levels of thinking. It is the currency of the new workplace and our increasingly global economy. Nonfiction writing, in its many forms, helps us convey ideas, solve problems, and understand our changing world.

© 2012 Heinemann

HANDWRITING

The Westside Community Schools uses the Handwriting Without Tears program to teach handwriting. The program teaches a simple, clean, vertical style of printing and cursive that is easy for all students to learn. The continuous stroke print looks like the letters and words children read every day. The program follows developmental principles, prevents reversals, and prepares children for a smooth transition to cursive. The vertical style of cursive is easy to learn and easy to read.

Handwriting Without Tears

©2005

Year of Adoption 2007

MATHEMATICS

KINDERGARTEN THROUGH GRADE 2

The Everyday Mathematics program, used in grades K-2 is a standards-based curriculum that supports the National Council of Teachers of Mathematics Principles and Standards. The balanced curriculum consists of rich and rigorous content, the basics of arithmetic, and problem solving and applications.

Everyday Learning

© 2007

Year of Adoption 2000

MATHEMATICS GRADES 3 - 6

The Envision Mathematics program, used in grades 3-6, is a comprehensive elementary math program which offers synchronized print and digital resources. More importantly, it offers students greater access to a deeper understanding of math concepts. The program motivates and engages students, while equipping teachers with tools to activate all learners. Every Envision lesson begins with hands-on, interactive learning. This guided practice allows students to concretely experience problems before solving the problem on paper. EnVision Math emphasizes data driven, differentiated instruction. It allows teachers to tailor lessons to the unique needs of all learners. Students receive enrichment or intervention based on their need.

EnVision Math

© 2011

Year of Adoption 2011

SCIENCE

Children learn science concepts best through a balance of content and vocabulary, as well as, by first hand observations of the natural environment and manipulation of materials. Communication of questions and discoveries is integral to science education.

SCIENCE THEMES

- Life Science
- Earth and Space Science
- Physical Science
- Inquiry
- Nature of Science
- Technology

Scott Foresman

© 2006

Year of Adoption 2005 (4th & 5th Grades)

Year of Adoption 2006 (1st, 2nd, 3rd, & 6th grades)

SOCIAL STUDIES

The primary purpose of the social studies curriculum is to produce informed citizens who can make decisions and solve problems in a changing world.

Students in kindergarten through fifth grade use the Social Studies Alive! program while sixth graders use Geography Alive! These programs are highly interactive. Students use many modes of learning in both individual and group situations. A variety of teaching strategies address the needs and interests of students. The programs follow the “expanding environments” model of social studies education where students learn about progressively larger areas of their world. Our curriculum emphasizes concepts and themes such as conflict and compromise, diverse perspectives and change.

Social Studies Alive! Grades K-5 ©2016, Adoption 2015-16
Geography Alive! Grade 6 ©2011, Adoption 2013

COUNSELING

The elementary counselors are in the fourth year of a multiple-year implementation of evidence-based school counseling. Evidence-based school counseling is the deliberate use of the best available data in planning, implementing, and evaluating school counseling interventions and programs.

Counselors provide individual and small group counseling, serve as a leader/coach on the behavior and academic support teams in the building, and are available to help meet needs and concerns of students and families. In addition, counselors teach classroom lessons in communication, bullying prevention, and career awareness, support classroom teachers in the implementation of our District social and emotional curriculum, and coordinate District and building activities such as Red Ribbon Week, R.E.S.P.E.C.T., Blend of Friends, Poison Control, and Anti-Bullying Week.

Bully Prevention Written & Adopted 2005
Communication Written & Adopted 2009

BULLYING PREVENTION CURRICULUM

Bullying is intentional and typically a repeated behavior targeting another person or group. It involves the imbalance of power and causes physical and/or psychological discomfort or harm.

The Bullying Prevention Curriculum is a collaborative effort of the classroom teacher and school counselor.

The purpose of the bullying prevention curriculum is to provide specific information for students on bullying behaviors and interventions.

Teachers and counselors integrate these concepts into all areas of curriculum and classroom/playground interactions. Helping students begin to understand their behavior choices and the consequences of their choices is the responsibility of all adults in the school.

PHYSICAL EDUCATION

Physical Education is an essential component of a child's education. The program is aimed at providing students with the knowledge, skills and confidence to become physically fit, to enjoy a variety of physical activities, and to promote lifelong habits.

Westside's K-6 Elementary Physical Education program outcomes are:

- Understand movement and health/fitness concepts and demonstrate motor skills, movement patterns and performance strategies when analyzing or participating in a variety of physical activities.
- Understand that physical activity promotes fitness and social interaction.

HEALTH EDUCATION

Health education is aimed at helping students understand how healthy habits enhance well-being. Westside's goal is to provide students with information about how their bodies work and the benefits of health-enhancing behaviors such as proper nutrition and physical activity.

The responsibilities for teaching health education are joint efforts of classroom and physical education teachers.

ART

The Westside Elementary Art program serves grades Kindergarten through 6th. All grades focus on the elements of art. The aim of the Art Department is to familiarize students with a wide range of materials, techniques and pictorial concepts.

Students will develop perceptual awareness, creativity, self-expression, problem solving and critical thinking skills.

LIBRARY

The mission of the Westside School Library program is to be an integral part of Westside Community Schools by collaborating with staff in order to create authentic learning for all students, providing quality resources and instruction to students and staff, ensuring that students and staff are effective users of ideas and information and promoting life-long reading and learning both for pleasure and for information.

MUSIC

Elementary music is a program designed to involve every child in musical exploration: singing, listening, moving, creating and playing instruments.

Program goals include:

- A high level of musicianship
- A degree of musical independence
- Awareness and appreciation of many different styles of music
- A lifelong interest in music

Grades K-5 Macmillan-McGraw Hill Spotlight on Music

Grades 1-3 Game Plan Year of Adoption 2007

INSTRUMENTAL MUSIC

Instrumental music is a program designed to teach children how to play band or string instruments.

Program goals include opportunities for:

- developing musicianship
- developing musical independence
- developing awareness and appreciation of many different styles of music
- developing a lifelong interest in music
- evening concerts

Note: Enrollment in 6th grade Band or 6th grade Strings requires a previous full year of the same instrumental subject: (i.e., 5th band to 6th band or 5th strings to 6th strings or the equivalent).

MUSIC CURRICULUM:

The Successful Student...

Performs a varied repertoire of music alone or in a group.

- a. Understands and applies musical notation.
- b. Demonstrates correct technique when singing or playing an instrument
- c. Understands and applies elements of musical express.
- d. Contributes productively to an ensemble.

Grades 5-6 Uses Essential Elements 2000

TECHNOLOGY

Use of District technology resources for productivity, communications, file storage, printing, Internet access, and other general applications is a privilege provided to students solely to support classroom-related instructional work at the elementary level. Whenever and wherever students utilize these resources they are acknowledging their responsibility to use them within the bounds of propriety, school rules, and law. Students who use these resources for non-school purposes may lose their privileges to use this technology.

Students should make no assumptions regarding privacy rights when using District technology resources. While it is the individual student's responsibility to work with technology resources responsibly and properly, District staff may at any time perform monitoring or inspection procedures in efforts to ensure appropriate and efficient use. For additional information regarding use of District technology and Internet safety refer to **Board Policy 6410**.

COMPUTER KEYBOARDING

Keyboarding is a skill that allows students to maximize their efficiency and computer productivity. Keyboarding activities begin in kindergarten with simple key recognition and continue to the introduction of touch typing in third grade. Opportunities for further development and application of keyboarding skills are built upon in subsequent grades as computer technology is integrated into the curriculum.

Year of Adoption 2005

