

# HICKMAN CHARTER SCHOOL



## PARENT HANDBOOK

(REVISED AUGUST 2017)

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# MISSION STATEMENT

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**The Hickman Community Charter District, recognizing the value of each child, shall strive to inspire students to learn and grow to their potential by**

- Providing a quality education through a positive learning experience
- Working in partnership with the home and community to meet the individual needs of the student
- Developing the learning and social skills necessary for maximizing lifelong learning potential

**Hickman Charter School seeks to support this mission by**

- providing **students** with learning resources and enrichment opportunities which support our mission and our desire that they become life-long learners -- persons who know how to learn, and know how to identify opportunities and their solutions
- providing a supportive, encouraging environment in which **parents** can receive high quality training opportunities, teaching resources, counseling and a structure to support their educational objectives
- serving as a liaison between the **community** and the homeschooling family; demonstrating to the community the educational soundness and viability of publicly funded parent directed education of students

## HISTORY

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Hickman School District joined the Charter world in 1994 when it sponsored a start-up school, Hickman Charter School. Hickman Charter School is a “university model” which blends the best of study at home with on-site classes and online programs. It was created in response to parents who were looking for high-quality individualized options for their children and teachers who recognized that the traditional system does not meet the needs of all children.

Since its founding in 1994, Hickman Charter’s enrollment has grown to nearly 600 students, with off-site resource centers in Modesto, the Bay Area, and the Foothills. Once largely contained in portable buildings, Hickman Charter now shares a campus with the Hickman Elementary and Middle Schools. In addition to classrooms, the schools share a library-media center and a large multi-purpose building. In 2000 all three schools joined together as the Hickman Community Charter District.

There is power in being a district of choice with the mindset of creative flexibility, which includes not only flexible scheduling, but also creative staffing. Hickman Charter chooses to create a culture where a collaborative spirit attracts students, parents, and community members who are all willing to “look outside the box” and work together.

# HICKMAN CHARTER SCHOOL FACILITIES

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## **On-Site**

### **Main Office**

**13306 4th Street**

**Hickman CA 95323**

Phone: 209-874-9070

Fax: 209-874-1457

Hours: Monday-Thursday, 8 AM until 4 PM, and Fridays 10 AM to 3 PM during the school year.  
The Main Office is the “hub” of Hickman Charter School.

### **Hickman Annex (located on the Hickman Campus)**

**Phone:** 209-874-2433, ext. 210

**Fax:** 209-874-5166

**Hours:** Regular school days Monday-Thursday, 8 AM until 4 PM, and Fridays 10 AM to 3 PM.  
“The Annex” has curriculum materials, an extensive collection of supplemental books and resources available for check-out. Limited school supplies are available, as well as copying and laminating services.

### **Hickman Library Media Center**

**Hours: Monday, Tuesday, Thursday, Friday, 7:30 AM - 3:30 PM**

**Wednesday, 7:30 AM - 2:00 PM**

#### **Services:**

K-8 library collection with extensive Accelerated Reader Books  
Nonfiction books to support all areas of curriculum  
Teacher resource books available for check-out  
Desktop computers and Chromebooks available for library use  
Certificated librarian

#### **Policies:**

Charter families are allowed to have up to 15 books checked out for a loan period of 20 school days. **(Replacement costs will apply for lost or damaged books.)**

#### **Destiny Quest Library Catalog Web Page:**

<https://hickmanlmc.follettdestiny.com> – Click on Hickman Community Charter District.

Families can access various special interest book lists on the Destiny Quest catalog page by first clicking “Catalog”, then the “Resource List” tab on the left, then the “Public List” tab on the top right. To set up an account, please email the library for a bar code number.

Library materials may be returned to the library, the Annex on the Hickman Campus, or the McHenry Resource Center.

## **Off-Site**

### **Modesto Resource Center**

**McHenry Village (This site does NOT receive mail.)**

1700 McHenry, Space 82

Modesto, CA 95350

**Phone:** 209-549-2784

**Fax:** 209-549-2693

**Hours:** Mondays by appointment only; Tuesday through Thursday from 10 AM – 4 PM; Fridays from 10 AM – 3 PM. (Watch newsletter or calendar for periodic closures.)

The resource facility in Modesto is located in McHenry Village. A selection of curriculum materials is available for preview, and limited supplies of consumable materials are also available. Students and parents can use the computers for educational purposes. A fax and copier are also available for school needs. School library books may be returned at this site.

### **Adjoining County Resource Centers**

Hickman Charter School services families in counties that adjoin Stanislaus County. Listed below are resource centers that offer a variety of supplies and services for families in the Sonora and East Bay areas.

#### **Sonora Resource Center (This site does NOT receive mail.)**

18155 Blue Bell East Road

Sonora, CA 95370

**Phone:** 209-533-2681

**Fax:** 209-533-3260

**Hours:** 10:00 AM to 2:00 PM, Monday-Thursday

#### **Alameda County Resource Center (This site DOES receive mail.)**

546 9<sup>th</sup> Street

Oakland, CA 94607

**Phone:** 510-893-1011

**Fax:** 510-893-1035

Office Hours: Tuesday, Thursday, and Friday 9:30 AM-3:30 PM

Open by appointment only on Monday and Wednesday.

Regular office hours begin in September. Open by appointment only in August.

# CAMPUS POLICIES

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Hickman Charter School is dedicated to maintaining the individuality and uniqueness of all students. At the same time, because students attend classes on the campus shared with Hickman Elementary and Middle Schools, the convergence of campus and HCS students makes it necessary for all to abide by the same policies.

**Cell Phones:** Students may bring cell phones to school. However, if a student is seen using his/her phone during class and it is not part of a teacher-directed classroom activity, it will be taken to the office. The parent(s) can retrieve the phone from the office.

**Gum:** The entire Hickman campus is a 'no gum' zone. Students may not chew gum while on campus.

**Hat Etiquette:** The campus Middle School has a 'no-hat' policy. As such, HCS middle schoolers are asked not to wear hats on campus as well. **This rule pertains primarily to ball caps; however, teachers have final say regarding whether or not a student's hat is appropriate for the classroom.**

**Boundaries:** On class days, students need to remain in the area in front of the Charter Office during the lunch period\*. After eating, they may visit the library. Students may not roam the campus unsupervised and must have permission of a yard supervisor before going to other parts of the campus.

## **Tobacco-Free Schools**

Research statistics substantiate tobacco product use as the source of health problems in the United States today. Nicotine, an addicting drug found in all tobacco products, is the leading cause of premature death, disease, and disabilities in our country. Tobacco usage contributes to heart attacks, strokes, high blood pressure, emphysema, and several forms of cancer.

Smoking is hazardous to non-smokers as well as smokers. Recent studies indicate that serious health problems are caused by exposure to secondary smoke.

Every year hundreds of thousand of adolescents begin smoking and using smokeless tobacco. In doing so, many model adult behavior and a majority of them go on to become regular tobacco users as adults.

**\*During inclement weather, the 80s wing will be open for students to eat lunch indoors.**

**Students are expected to abide by these school policies. With a shared campus, these guidelines allow for a safe and respectful learning environment for all.**

# CONNECTIONS

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Hickman Charter School has a network of opportunities in place so that enrolled families can have convenient access to all the information necessary for a successful partnership. Resources represent a mix of classes, credentialed teachers, online subscriptions and educational materials.

The foremost connection that families are encouraged to make is with their **Education Coordinators**. ECs, as they are called, are credentialed teachers who work alongside parent educators to ensure that students are well served by the school, and that their education moves forward appropriately. ECs are the ones with the answers, and parents are encouraged to seek them out whenever needs arise.

As the world becomes more and more connected via the Internet, Hickman Charter School is striving to be a part of that connection. Use the **website** for a variety of purposes: to get information, connect with staff members, register for events, and explore curricular choices. Spend some time exploring it to learn where to get up-to-date and accurate information about the school and program. (<http://hcs.hickmanschools.org/>)

Can't find it? Use the "search" box on the home page!



If any information would make the website more helpful or easier to use, click on the "contact" feature accessible under the "more" heading on the home page to submit your ideas.

Social media:

<https://www.facebook.com/hickmancharterschool>

<https://www.pinterest.com/HCSchool1994/>

Throughout the school year, Hickman Charter School makes **newsletters** available to provide up-to-date information. Newsletters are accessible, along with archives, via the website, with print copies available for those requesting them.

Finally, there's the "**binder**"! Each family receives a reference binder at the beginning of the year. It includes detailed information about Hickman Charter's program, and provides space to store pertinent resources. The binder is also available via our website.

# RECORD KEEPING

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Publicly funded schools in California are required to collect and maintain files of certain records. There are several key pieces to the record-keeping puzzle at Hickman Charter School.

At the beginning of each year families are required to sign a “**Master Agreement**”, a copy of which can be found in the reference binder. This is like a contract between school, parent, and child, and specifies expectations such as objectives, methods of study, measures of academic accomplishment, standards and behavior guidelines, minimum hours of instruction, etc.

Hickman Charter School is required to provide documentation of attendance. **Attendance Logs** must be signed and submitted at the end of each month of the school year. They may be submitted either to Education Coordinators (ECs) or the Hickman Charter office. Forms are in the reference binder; families with multiple students will be given a supply of the logs for each student.

The school year is divided into five learning periods. For each period, a **Work Record** is developed as a collaborative effort between Education Coordinators and their families/students. The work record specifies expectations in each of the major academic areas: English/Language Arts, Math, Science and Social Studies. At the conclusion of each learning period, families meet in a conference with their ECs to review the work completed. The EC will then select representative samples of work from among all the work completed. These are attached to the learning record form and become part of a permanent file for each student.

In order to assist ECs in the conference process, parents are expected to bring completed student work for all subjects to each meeting. Students are expected to write their names and dates on all assignments. This work should include at least two completed writing samples, as specified in the conference section of the reference binder provided to all families at the start of each school year. In order for children to experience writing for different purposes, guidelines for assignment selection are specified in the binder, or can be developed in conjunction with Education Coordinator input based on student needs. In addition to the typical worksheets and workbook pages, parents can refer to the information below for ideas of other appropriate examples of student work to bring to their conferences.

## **Work Samples – Beyond the Workbook**

### **Reading / Literature**

K-8

- Bring book to read from
- Reading log
- Photos of projects/activities
- Computer program printouts
- Storytelling or recitation
- Novel unit activities

3-8

- Book reports/reviews
- Design jackets for books read

### **Language / Writing / Spelling**

K-2

- Dictated stories
- Shared writing stories

K-8

- Labeled photo journal or album
- Journal pages
- Handwriting practice
- Make own books
- Computer program printouts
- Spelling program samples



**Math**

K-2

- Count out loud
- Cooking

K-8

- Family Math/photos
- Computer program printouts
- Photos of manipulative activities
- Real life project using math skills
- Created games and puzzles
- Newsletter Math solution

3-8

- Data collection and analysis

**Science**

K-3

- Calendar/seasons/weather
- Pet care
- Cooking

3-8

- Field trip photos
- Science journal
- Projects
- Photos of experiments
- Class participation activities
- Science pack activities
- Lab write-ups (pictures/words)
- Nutrition: plan a meal
- Research projects
- Online activities (print page, oral report)

**Social Studies**

K-8

- Holiday activities
- Family/heritage research
- Novel unit activities
- Projects/photos
- History activity day activities
- Timelines
- Maps
- Dramas – perform or video, oral
- Recitations

3-8

- Historical perspective journal
- Interviews
- Simulations and role plays
- Research projects

**Art / Music / Drama**

K-8

- Programs from recitals/plays
- Pictures of artwork
- Project photos
- Video/Audio tapes
- Demonstrate music skills
- Art pack projects
- Projects from vendor classes

**P.E.**

- Photos
- Outside Vendor certificates
- Team Sport Printables

## **How to Prepare for Learning Conference Meetings**

### **Throughout each learning period (see binder for dates):**

- Use a Lesson Plan Book to record completed lessons, projects, activities, simulations, and experiments.
- Keep an ongoing booklist that gets updated as each book is completed.
- Keep an ongoing list of educational fieldtrips.
- Take photos to document educational activities--email them to the assigned Education Coordinator before the meeting or bring copies to the meeting.
- Correct work daily and use curriculum assessments to assess student progress.

**Questions can be addressed at the Learning Period Conference; however, ECs may prefer that parents either make a conference call beforehand or make a separate appointment for questions that require an in-depth discussion or further consideration.**

### **Bring the following to the Learning Conference Meeting:**

- Students need to attend the meeting. Students should come prepared to share about at least 1 learned concept, or project, or fieldtrip, in each subject area. Beginning readers and emerging readers should be prepared to read from some of their curriculum. Fluent readers should come prepared to read a writing project. They should also be able to discuss some content areas that they've focused on during the learning period using some related vocabulary and facts that reveal a depth of understanding about their topic.
- A summary of completed curriculum lessons including any computer curriculum lessons (i.e., Math from lesson 34-94; Reading completed Theme 2, etc.). If using a privately purchased curriculum, bring the curriculum to the meeting with a copy of the **Table of Contents**.
- A summary of completed projects, field trips, and extracurricular activities. (i.e., dry ice experiments, built a ship model, made Egyptian jewelry, etc.).
- Student workbooks, binders, pictures, writing projects, and photos if they haven't been emailed. Two work samples will be collected from each major subject area: Language Arts, Math, Science, and Social Studies, one representative sample collected from each month of the Learning Period. Each collected sample should be corrected, dated, and have student's name written on it. Photos of projects, activities, and fieldtrips, may count as a sample. **Samples need to be turned in at the meeting. Please make copies ahead of time if students want to keep the originals.**
- A summary of any changes for the next learning period. If classes, goals, activities, or curriculum are going to change for the next learning period, be prepared to let the Education Coordinator know so that student education goals can be adjusted for the next learning period.

# CURRICULAR SUPPORT: CORE/ACADEMIC

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## English Language Arts

English Language Arts (ELA) encompasses all of the skills required to be a literate reader and writer, along with listening and speaking skills. Language arts expectations are established in the State Standards for each grade across all subjects including science, math, social studies, language arts, and visual arts. Informational texts include literary nonfiction, historical, scientific, and technical texts. It is vital for parent-teachers to work closely with their Education Coordinators to ensure that students have ELA skills intertwined throughout all subject areas. Possessing strong ELA skills will help secure a successful educational path for students. <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

### Curriculum Support:

- **School-adopted text materials and programs:** links to various adopted curricular materials can be found in the curriculum section of the “Parent Resources” area on the school’s website.
- **Supplemental ELA programs and resources** are available at the Annex (i.e. *Spelling Power, Easy Grammar, English From the Roots Up, Explode the Code, Primary Phonics*, etc.)
- **Writing Packs:** With the transition to new standards, writing packets are being retired but archived copies of packets that address the various domains of writing remain available on the website.
- **Accelerated Reader Online Program:** AR is a computer program that helps teachers and librarians manage and monitor children’s independent reading practice. The Library Media Center has a variety of AR books at all levels, with thousands of AR tests available, which allow students to take tests on books that they’ve acquired from other sources. Education Coordinators can provide log-in information for this program.

### Instructional Support:

- **Monday On-Site ELA Classes for Grades K-8:** Hickman offers a full-range of ELA classes to choose from: Classes start with the Garden K Theme, to Playing with Words for beginning readers and writers, to classes that assist students in developing their academic skills during the elementary years, and finally to challenging classes such as the Literature Conference Class for advanced 7th-8th grade middle school students. (To ensure proper class placement, registration is done by each student’s E.C. New students will have the opportunity to enroll in Monday classes based on available space at the time of their enrollment.)
- **CyberWriter:** Students who participate in CyberWriter prepare their writing at home using a computer, then submit it electronically for feedback and suggestions from one of Hickman Charter’s writing teachers. Archives of monthly calendars of journal writing topics as well as domain writing prompts are available on the web page in the “Curriculum” section of “Parent Resources”, along with detailed instructions, including how to submit writing.
- **Small Group Writing at McHenry Village in Modesto:** Students who need encouragement and assistance with writing but are not taking a year-long class are

encouraged to participate in individual/small group instruction in the McHenry Village Resource Center. Instruction will utilize a variety of materials chosen to best meet individual student needs. For additional information or to make arrangements for participation, speak with an Education Coordinator.

- **K-2 Reading Instruction Appointments:** Students who are in grades K-2 can meet with a Reading Specialist for one-on-one reading instruction. Sessions typically last 45 minutes and are scheduled weekly or on an as-needed basis. Appointments can also be scheduled for a parent-teacher who wants to get some tips and strategies for how to help a student get over a hurdle, or appointments can be for on-going support for a student who needs additional weekly instruction. **For more information and/or to set up an appointment with the reading specialist contact an Education Coordinator.**

## **Evaluating Student Progress in Language Arts:**

**Education Coordinator Learning Period Conferences:** Coordinators use a variety of ways to measure students' academic progress in the area of English/Language Arts.

- **Observational Evaluations:** Recommendations for instructional strategies are based on observational evaluations during one-on-one reading time with students and looking at a variety of students' writing samples.
- **Curriculum based quizzes and tests** that are embedded at the end of Chapters and Units can reveal whether students are learning objectives within their ELA program.
- **Star Reading Assessment, 2<sup>nd</sup> – 8<sup>th</sup> grades:** This assessment is part of the Accelerated Reader program and provides a quick glimpse of how students are progressing in reading. It is a 15 – 20 minute multiple choice assessment, which can be taken periodically throughout the school year (beginning, middle, and end of the year) to chart a child's reading growth over time. The independent comprehension quizzes on books within a student's reading-level either confirms an accurate student reading-level placement or reveals an inaccurate reading-level placement.
- **Parent-teacher oral and written summaries of observations** of students during day-to-day instruction at home. Education Coordinators work closely with parent-teachers who are often the first to notice that there is an academic issue that needs to be addressed.

### **Other Evaluations:**

- **DIBELS-** This is a first grade screening that is specifically designed to assess the five early literacy components: Phonological Awareness, Alphabetic Principle, Vocabulary Comprehension and Fluency with Connected Text. It allows educators to readily and reliably determine student progress and make instructional decisions. The DIBELS assessment is given at the beginning, middle, and end of the year.
- **ELA Instructor Observation Reports:** classroom instructors report on students' participation during class and evaluate class time work.

## **Foreign Language**

For foreign language instruction, check out the various online options outlined below, or search on your own for a program to meet your specific needs.

- **MANGO** Available FREE with your Stanislaus County Library card (go to <http://www.stanislauslibrary.org/> to set up an account). <https://www.mangolanguages.com/> is a web-based interactive program with a simple, step-by-step interface that makes learning a language fun. Each lesson includes audio and visual learning methods that are suited to all language learners. Learn practical conversation skills for over 60 languages spoken around the world on your computer or mobile device.



- **DUOLINGO** <https://www.duolingo.com/>  
Duolingo provides extensive written lessons and dictation, with speaking practice for more advanced users. It has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced.



- **DISCOVERY STREAMING:** Our HCS account includes instructional videos for several different languages.
- 
- **YOUTUBE:** As always, use caution when searching, but YouTube can be a great source for foreign language instructional videos!



## Mathematics

### **Balanced Mathematics Instruction**

Whatever math curriculum families choose to use, the structure of the California Mathematics Content and Practice Standards, which provide for a balanced perspective of math instruction, should be kept in mind. It is very easy to fall into the trap of thinking of mathematics in a very narrow sense, such as computation. **The California Mathematics Content Standards** are designed to develop deep understanding of certain critical areas of mathematics at each grade level by allowing for time to develop these concepts thoroughly throughout the year. The **California Mathematics Practice Standards** promote important habits of mind that give students the ability to make sense of the math they experience in all aspects of their daily life and the tools they need to solve the problems they encounter.

#### **Balance has to do with the following three goals of mathematics instruction:**

- Fostering fluency in **basic computational and procedural skills**
- Building deep **conceptual understanding**
- Developing confident **problem solvers**

Keeping these three goals in mind throughout the year will give children a balanced foundation in math that will not only make them more likely to succeed in their math studies, but will also give them the tools and confidence they need to successfully approach the mathematics that they will experience throughout their daily lives.

### **Year-Long Math Classes**

**Monday Morning Classes:** These on-site classes require a year-long commitment and are designed for students at every level of academic progress. These classes include 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Parent/Student Support Classes with weekly follow-up assignments, as well as stand-alone

Math Exploration Classes for grades 1 – 8. **Education Coordinators have information about class availability and/or appropriate placement for students.**

## **Math Support**

**Parent Training Workshops throughout the year:** Workshops on how to successfully teach for conceptual understanding of math content and how to address math practice standards will be offered throughout the year. These workshops will enable parent teachers to keep up-to-date on current instructional strategies in mathematics. **Watch the online calendar and newsletters for dates, times, and locations.**

**Problem of the Month Packs:** An exciting replacement to Newsletter Math is an all-school focus on a “Problem of the Month”. Each Problem of the Month is designed for students at all levels of ability. Using them throughout the year will build mathematical reasoning skills and give reason to celebrate perseverance in attacking and making sense of non-routine problems. **Education Coordinators will be the contact for this support piece throughout the school year.**

**Math Spirals and Benchmarks:** Students in grades 5 through 8 will be encouraged to participate in a daily routine called the Math Spiral. This support piece offers students 2-3 daily math review problems in addition to their daily math lesson to keep them sharp on a variety of math skills and procedures. **Math Spirals for each Learning Period will be provided by Education Coordinators, or can be printed via the school website. A follow-up Benchmark Assessment will be given at each EC Meeting/Conference.**

**Math Help:** Parents with questions about a particular math problem or a specific math concept are encouraged to contact Hickman Education Coordinators. Follow-up in-person consultations or referrals will be scheduled as necessary.

**Online Mathematics Instruction** Each of our online math offerings requires a commitment of regular use. Education Coordinators can provide specific information about each one.

**ZEARN:** ZEARN is our newest offering of online math instruction. It is based on Eureka Math / EngageNY and designed to partner with teachers to create a personalized learning experience for every student.

**ALEKS:** An Internet math tutorial for grades 3-8; ALEKS is a great supplement to any math curriculum because it individualizes children’s math instruction. Using computerized intelligence and web-based programming, ALEKS interacts with each individual student, pinpointing what they can already do, and instructing them in what’s next. Continuously adapting to the student, ALEKS develops and maintains an accurate and comprehensive assessment of what students know and can do.

**ST Math:** Also known as ‘JiJi Math,’ this web-based supplemental math program develops grade level concepts (K-5) through non-language based, visual instructional software. This highly motivating program is recommended for students working at all levels. Students and their parents commit to completing a minimum of 90 minutes of ST Math instruction per week in

addition to their daily math lessons. A similar component of ST Math for grades 6-8 is available for students wishing to address remedial skills in mathematics.

### **Additional Math Items**

**Math Manipulatives:** Manipulatives are a great way to introduce new math concepts to children in a concrete way. The Annex has a variety of these tools available. Complete McGraw Hill, Singapore, and Saxon Math Kits can be checked out from the Annex (one per family). Also, look in the math corner of the Annex for many other manipulative materials.

**Math Literature Library:** The math section of the Annex contains a library of literature with mathematics themes. Have fun introducing math concepts in a lighthearted way by sharing one or more of these stories. **Look in the math corner of the Annex for these 6-week checkout items.**

**FlashMaster:** This handheld computing device is a simple yet engaging tool for helping children master math facts. The FlashMaster provides practice in several different modes, providing feedback after each activity, and keeps in its memory the results of the previous 9 activities. **Ask at the Annex counter for this 6-week checkout item.**

## **Science**

Hickman Charter School is dedicated to providing a variety of activities that involve “doing” science throughout the course of the year. In addition to a well-equipped science lab, students have access to the newly created Maker Space area. (See **STEM** below.) Various science classes are offered throughout the year, along with the following science opportunities.

**Science Olympiad:** Elementary, Grades 4-6 and Junior High, Grades 6-8.

Science Olympiad was created in 1983 to increase the interest in science and to provide an alternative to traditional science fairs and single-discipline tournaments. The Olympiad has members in all 50 states totaling more than 13,500 actively participating K-12 schools. The last few years have proven very successful for Hickman Charter School Olympiad teams. Hickman Charter participates in both the Middle School Competition and the Elementary Competition each spring. Participation in Science Olympiad takes a substantial commitment by students and parents. **For more information on Science Olympiad, speak with an Education Coordinator.**

**Science Grades 6-8:** Monday afternoon classes/lab workshops are offered to provide ongoing support for the middle school science curriculum. Education Coordinators have more information.

## **STEM**

“STEM” is an acronym for **S**cience, **T**echnology, **E**ngineering and **M**ath. Hickman Charter School is very fortunate to partner with a local engineering firm, Justin W. Capp Engineering and Design, that has provided resources including Lego Robotics teaching kits and the newly dedicated MakerSpace, where students are encouraged to explore various areas of the sciences. The newsletter and website will provide information about specific classes and events connected with the STEM program.

**Science Kits, Supplies, etc.**

**Great Minds of Science:** These science kits, named after the biography series of the same name, combine literature, history and science into one complete package. There are over twenty different scientists featured, covering all areas of scientific study. The kits come with an overview, sample plan, activities, and resource suggestions, as well as a materials kit. They were designed to help families weave science into the regular school days more easily, and can be found in the Annex for checkout.

**Science Supplies:** Common household items usually suffice when putting together the experiments found in most of the science curriculum. For those other experiments and projects that require more “sophisticated” tools and supplies, please fill out and submit a science supply request form to the Annex at least two weeks in advance of planned activities. Equipment such as microscopes, scales, chemicals, and a variety of materials that support hands-on activities is available. **ECs or Annex staff can provide more information.**

### **Online Supplemental Programs and Resources**

**Discovery Streaming:** Hickman Charter School provides its students with Discovery Streaming – a web-based digital video delivery system from Discovery Education. It’s the largest and most current library of K-12 digital video/video clips available. Use this program to supplement lessons with clips on thousands of subjects. Search the video library by keyword, subject, grade level, state standards, and titles. Education Coordinators can provide information on accessing Discovery Streaming. iPad users should inquire about the mobile website.

**Textbook Support:** Science curricula – both elementary and middle – are supported by a host of strong online resources for both teachers and students. These include features such as complete online textbooks, virtual labs, a misconception database, and much more. Access specific text sites via the Science webpage.

### **Other Science Opportunities**

Hickman Charter School is pleased to offer two science opportunities for participating families. Outdoor Education Camp and STEM Maker Fair are held on alternating years. Detailed information is included in newsletters.

#### **Outdoor Education Camp: Grades 6 -7 and their families**

**In “odd” years,** an outdoor education camp for HCS 6<sup>th</sup> and 7<sup>th</sup> grade students and their families takes place in the campgrounds of beautiful Turlock Lake State Park. Environmental science classes appropriate for K-8<sup>th</sup> grades are conducted along the banks of the Tuolumne River, under the canopy of native riparian shrubs and trees.

Campers participate in a series of classes and are involved as families in a variety of explorations and activities. Families also have the option of either camping overnight or commuting from their homes. Outdoor Ed rotates with Science Fair.

#### **STEM Maker Fair: Grades K-8 and their families**

Hickman Charter School supports science throughout the year in many ways – elective classes, field trips, Science Olympiad, etc. **The Hickman Charter School STEM Maker Fair takes place in “even” years, alternating years with Outdoor Ed** and presents an opportunity for students to share their accomplishments and/or special area(s) of scientific interest. Student projects along with research and experimental displays will serve as the centerpiece of the event, while hands-on booths and science presenters from the community make the evening fun and educational for all... a true celebration of science.



## Hickman Science Resource Web Page

Refer to the webpage for links to online text support, Discovery Streaming, Science Olympiad, and many other resources. Look for it in the curriculum area of “Parent Resources” on the school website.

## Social Studies

Hickman Charter School offers standards-based adopted textbook materials with online support and pacing guides, as well as supplemental materials covering a wide range of interests in the social sciences. Resources in the Annex and Library Media Center include various historical fiction reading materials that can be used by those desiring a literature-based curriculum, as well as non-fiction reading materials.

In addition to textbooks and reading materials, Hickman Charter School offers the following additional support:

- subject-specific yearlong classes and activity groups (See table below.)
- supplemental video materials available for checkout
- Discovery Education: subscription online offering available for Hickman families. (See details in the Science section of this publication.)

### Subject-Specific Social Studies Offerings

Grade	Focus (Content)	Support (website)	T3 (website)
K	Learning and Working Now and Long Ago	Children’s Garden (Monday Class)	Children’s Garden Extra
1	Child’s Place in Time and Space		Magic School Bus (thematic unit)
2	People Who Make A Difference		Magic School Bus (thematic unit)
3	Continuity and Change	California History Activity Group (siblings welcome)	Magic School Bus (thematic unit)
4	California: A Changing State	California History Activity Group (siblings welcome)	Jed’s Journey
5	U.S.: Making a New Nation	American History Activity Group (siblings welcome)	Voyage of Discovery
6	World: Ancient Civilizations	Ancient Civilizations (Monday afternoon class)	Traveling with the Ancients
7	World: Medieval and Modern Times	World History in the Medieval Period (Monday afternoon class)	Rome to the Reformation
8	U.S.: Growth and Conflict	American History (Monday afternoon class)	Constitution to Conductivity

Current state-wide standards for history/social science can be found at <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

## **T3 Classes**

T3s have been designed to provide a fun and instructional morning where students attend class on campus. The classes have been developed around a theme chosen for each particular grade level. Students learn about and explore their topic in depth by participating in activities that incorporate science, history, art, math, language arts, and more. Materials are grade-specific and students are expected to enroll in the section for their particular grade level. Parents can expect their students to have minimal homework for the classes.

T3 Classes meet 6 times yearly: Sept., Oct., Nov., Jan., Feb. and March. Students enroll for either the Tuesday or Thursday session, depending on their grade level and the grade level of any siblings.

## **8<sup>th</sup> Grade Information and Graduation Requirements**

In addition to regular 8th grade curriculum and standards, there are three graduation requirements for all eighth graders:

- Constitution test
- Speech related to the Constitution or the American Revolutionary period
- Community Service project.

Look for the 8<sup>th</sup> grade information section in the Reference Binder. Important information and dates of planned activities and classes can be found there, as well as in monthly newsletters.

# CURRICULAR SUPPORT: FINE ARTS/OTHER

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## Art

Visual art is a vital part of a well-rounded educational program. Art education is supported throughout the curriculum. Workshops are offered on the Hickman campus; classes are available at various off-campus locations in the community via vendor units, and art instruction can take place in the home using school-supplied art packs and curriculum.

### **Hickman On-Site Classes**

Art is embedded in various support classes. As an example, a literature through art class is available for students in 3<sup>rd</sup> – 5<sup>th</sup> grades. Art throughout history is included in the afternoon history classes for 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders.

### **Art Packs**

Three times yearly students can receive an art pack with supplies and an outlined project. In working through the packet, students will learn about the artistic style of a featured artist, and then have the opportunity to create their own masterpiece. See the curricular area of Parent Resources on the website for specific information about scheduled art pack topics.

### **Off-Campus Art Offerings**

Contracts with a variety of art instructors in the community bring opportunities for additional excellent art instruction to students. The list of vendors with whom Hickman Charter School has contracted for services is updated annually and is distributed via the newsletter or available from Education Coordinators.

## Music

Music at Hickman Charter is offered by a group of experienced teachers who will challenge students to strive for excellence. From recorders to jazz band, Kindergarten Chorus to Honor Choir musicals and solos, there truly are music offerings for every child. Hickman families are able to choose from a wide variety of options. Registration information for music offerings can be found on the website in the curriculum area of “Parent Resources, or from Education Coordinators. Details about the various offerings are available on the website as well. Music classes meet throughout the year, and may require practice above and beyond class participation, as well as extra rehearsals before major performances. Not all classes are held on the campus in Hickman, and some have prerequisites for participation. Offerings are available in each of the following areas:

**Instrumental Choices:** Piano Keyboarding, Guitar, Violin and Recorder

**Band Choices:** Beginning Woodwind, Brass, Percussion; Intermediate and Advanced Band, as well as Jazz Band

**Chorus Choices:** Children’s Chorus, Honor Choir

## Physical Education

Physical education plays a vital role in students’ development and growth. Activity that includes cardiovascular and strength training should be incorporated into every school day. Some on-

campus offerings, such as T3 days, include physical education, but for a sufficient amount of activity, students should participate in regular physical education outside of the classes offered on campus. A variety of offerings are available from outside vendors, and families often meet in small groups for activities or park days that involve physical education. In addition, Charter students are invited to participate in the Hickman Middle School after school sports program. See details below.

All students are encouraged to participate in the Presidential Fitness Challenge.

<https://www.presidentschallenge.org/>

5th and 7th grade students will participate in the CA Physical Fitness testing during the annual academic assessment time period. The testing is based on the Presidential Fitness guidelines.

<http://www.cde.ca.gov/ta/tg/pf/>

<http://www.cdph.ca.gov/programs/cpns/Pages/FreePhysicalActivityResources.aspx>

Finally, check the vendor list each year to locate local Physical Education opportunities. Each student can spend up to 20 units on lessons with a contracted vendor.

## **Middle School Sports**

Students of Hickman Charter Middle School are welcome to participate in the Hickman Campus Middle School After-School Sports Program. Hickman athletes compete with other schools in the area. The sports offered are flag football, volleyball, basketball, and track. Requirements for enrollment in after-school sports are:

- Signed Insurance Verification/Release form
- Signed Hickman Sports Policy and Competitors' Contract
- Transportation to and from games and practices
- Attend team games and practices

**Fall:** Flag Football, Girls Volleyball

**Winter:** Girls and Boys Basketball

**Spring:** Track

## **Enrichment**

Hickman Charter School offers opportunities for students to participate in GATE (gifted and talented education), as well as Science and Math Olympiads. Detailed information is available on the website or from appropriate staff people.

## **Special Services**

Eligible students at Hickman Charter School receive services such as those offered in Special Education and Speech. For specific information, initial questions are directed toward Education Coordinators, who then make appropriate referrals.

## CURRICULAR SUPPORT: OFF CAMPUS

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### **Vendor Units**

Hickman Charter School Students are allotted **30 units per year** to use toward offerings at off-campus locations where Hickman Charter has contracted for services. This is the equivalent of \$300 per year. For example: a one-time art workshop at Chartreuse Muse that costs \$30 will use two units. Once units are exhausted, families can continue to receive instruction and services by paying for them privately. The Charter Office can provide information about unit status at any time during the year. The vendor list is periodically updated and is available from the Charter Office, or in the newsletter.

Offerings such as Children's Choir, instrumental music, on-site art workshops, P.E. activities on campus, etc. are taught by Hickman Charter staff. No units are charged for these offerings.

### **Outdoor Education**

Please refer to the science section (Curricular Support: Academic) of this handbook for specifics about the Outdoor Education offering.

### **Field Trips**

Hickman Charter School offers field trip opportunities throughout the year. Most trips offered correspond with specific activity groups such as Social Studies or GATE; however, there are often tickets available to plays & musical performances at the Gallo Center and other venues in the area. Details and registration information is distributed via the newsletter or by the staff person organizing such events.

### **Some tips for taking on-your-own field trips**

Take advantage of homeschooling!! It offers a more flexible schedule and the opportunity for 'real-life learning'. There are many, many places in the area that offer great opportunities for learning. Museums, libraries, state & national parks, zoos, etc. often have reduced rates during the week and/or special offers for homeschoolers. The Internet is a great tool for locating activities. Another good place to look is the local newspaper. They often include local festivals and activities on their calendars of events.

# ASSESSMENT AT HICKMAN CHARTER SCHOOL

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Student achievement and progress are best assessed through measurable learning outcomes using multiple methods and instruments. Assessment involves many puzzle pieces or snap-shots fitted together in order to view the whole-child picture of student achievement and progress. No single method or instrument is sufficient. Most assessment is immediate, recurring, and focused on the individual student.

As a publicly funded charter school, Hickman Charter School must demonstrate that parent-directed, parent-taught education is a reliable means of teaching students. Hickman Charter School strives to meet or exceed the standards and achievement of traditional public schools.

**Standardized Assessment** via the California **Smarter Balanced Assessment Consortium** (SBAC) will provide both individual student information and whole school program information. As information becomes available, updates for Standardized Testing will be provided on the school webpage. Please check there to find out the latest testing developments.

In addition to Standardized Assessments, Hickman Charter School utilizes some internal testing such as Perceptual Motor Skills and DIBELS. Use the links below for further information. Education Coordinators can provide referrals for such evaluations as necessary.

**Perceptual Motor Skills:** <http://www.cde.ca.gov/sp/cd/re/itf09percmoddev.asp>

**DIBELS:** <http://dibels.org/dibels.html>

**MAP testing:** [Measures of Academic Progress® \(MAP®\)](#) is an assessment of Reading, Language Usage, and Mathematics that Hickman Charter School offers 3 times per year. MAP® creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. MAP® provides essential information about what each student knows and is ready to learn within 24 hours. Contact your EC for more information about MAP®.

Students are assessed informally at least 5 times annually, when parents and Education Coordinators meet for conferences, where student work is reviewed and recommendations are made for the quantity and type of work to be done in the subsequent learning period. In addition to evaluating completed work, brief testing such as that provided via the Accelerated Reader program is frequently used periodically throughout the school year. For further information about conferences, see the **Record Keeping** section in this handbook.

Hickman Charter School continually searches for valid and appropriate instructional and assessment technology. New tools may become available during the school year. Education Coordinators have current information about Hickman Charter School offerings.

By combining information from both standardized and non-standardized testing, along with a variety of observation evaluations, educators and parent-teachers can develop the best instructional strategies to help students be academically successful. That is the desire at Hickman Charter School.