



Santa Cruz County Outdoor Science School Teacher Handbook 2023-2024



When you come to the Santa Cruz County Outdoor Science School, you become part of our community. We want to make this planning process as easy as possible for you. Please call or email with ANY questions!

IMPORTANT CONTACTS:

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ADDRESSES		
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WELCOME!

Welcome to Santa Cruz County Outdoor Science School, a school without walls or desks, sponsored by the Santa Cruz County Office of Education. This residential Outdoor Science School experience is available to fifth and/or sixth grade students accompanied by their classroom teacher for three or four nights.

Classes are conducted in the forest, at the edge of the creek, in the chaparral and in the meadow. The most useful tools for learning are readily available: the students' five senses. This hands-on learning experience emphasizes the science of ecology--the relationship between living things and their environment. From this immersive experience of connecting with the outdoors and developing an understanding of basic ecological concepts, we hope that a deeper concern and sense of responsibility for the environment will arise in our students.

A second and equally important outcome of the program is its social impact. We hold all visitors accountable for their own behavior and we stress the importance of the 3 R's (respect, responsibility & reliability). These values are reinforced through the sharing of chores and small group living. Shared cabin living inevitably builds new friendships, social insights and problem solving skills. Students are also encouraged to understand the importance of a positive attitude and the value of being willing to adapt to new settings and situations.

Another value of the program is the opportunity for supervised leadership training and service learning offered to high school students who serve as cabin leaders. We find that cabin leaders learn tremendously about themselves and the natural world during their time at Outdoor School. All the while they know that they are contributing to the greater good of children in their communities.

Overall, residential outdoor education has a long history for a great reason--not only does it provide tremendous benefits to its participants, but it does so in an exciting, fun way!

How to Use This Handbook

This handbook is to be used in conjunction with THE TEACHERS GUIDE TO PREPARING YOUR CLASS TRIP. It includes helpful information to prepare you and your students to gain the maximum benefit from the program. If you have any questions that are not answered in this handbook, or if you need any clarification, please call the director, Heather Molloy, at (831) 466-5715.

Please pay close attention to the OVERVIEW OF FORMS AND FORM DUE DATES page as this will lead you through deadlines for each form that must be submitted.

All of our forms and materials (including this handbook) are on our website at www.osp.santacruzcoe.org

MISSION STATEMENT

Santa Cruz County Outdoor Science School promotes care for self, others and the natural world. The science school will seek learning opportunities that include, but not be limited to, stewardship of one's surroundings, critical thinking skills, interpersonal communication and team building, as well as multidisciplinary and multi-modal approaches to environmental literacy.

Philosophy and Goals

We believe that:

1. Each student attending the Outdoor School will develop valuable understanding of and appreciation for their environment and will begin to acquire informed attitudes concerning the conservation of natural and human resources.
2. The use of the outdoors as a learning laboratory will complement and enhance classroom learning in the areas of science, social studies, mathematics, language arts, art and physical education;
3. Each student will develop their sensory skills enabling them to more closely observe and accurately identify the components of the natural world, in accordance with California's state-wide educational standards;
4. The Outdoor School program provides first hand experiences with the interrelationships and adaptations found in the natural environment, the dynamics of energy, cycles and systems of change, and peoples' dependency on and responsibility for the environment;
5. Socially, each student will make new friends, be responsible for their own behavior and the consequences of choices made, and will experience healthful and democratic living where the sharing of essential responsibilities is expected;
6. Students will develop self-confidence, respect for themselves, and an increased understanding of and respect for cultural differences as a result of small group living;
7. Each student will experience the joy that can be derived from pleasurable activities in the outdoors;
8. The Outdoor School program will develop informed citizens who will influence future legislation to conserve our natural resources and preserve the quality of the environment;
9. We support teachers in their endeavor to meet the Next Generation Science Standards, and we provide a unique learning environment for each teacher to observe their students in a new light.

CONTENT AREAS AND THEMES

The Santa Cruz County Outdoor Science School curriculum is rich in lessons of earth education, character education, is closely aligned to the Next Generations Science Standards and supports the Common Core Standards. Our science learning objectives include, but are not limited to; deep observation of the natural world and development of observation skills, collecting, analyzing and interpreting data, using evidence to back up conclusions, exploring the role of matter and energy in an ecosystem, investigating the health of Corralitos Creek, searching for macroinvertebrates, defining adaptation and applying knowledge of adaptations to field investigations, discovering the local watershed and its characteristics and discovering and discussing human impact on the natural world.

Social expectations are equally as important at the Outdoor Science School. Students follow a predominant directive: the rule of the three R's. The three R's are:

- **Respect**
- **Responsibility**
- **Reliability**

PEOPLE AT S.C.C.O.S.S. AND THEIR ROLES

Director-Heather Molloy (Dragonfly), Oversees and coordinates all Outdoor Science School programming.

Program Coordinator – Jamie Langley (Owl), Coordinates daily activities on site, supports students with behavior management, communicates with classroom teachers as they prepare for their trip, acting director in the absence of the director.

Program Assistant- Michael Lane (Creature), Coordinates curriculum, trains naturalists on trail, supports students with behavior management, acting director in the absence of the director and program coordinator.

Cabin Leader Coordinator—Emily Simpson (Otter), Works to find responsible and committed High School students who will act as Cabin Leaders for students each week the program operates. Trains, supports and evaluates cabin leaders.

Health Supervisor – Our health supervisors are WFR or EMT certified. They are responsible for monitoring all things health-related. Administers first aid, medications and assists students in need of special attention (i.e. homesick, sleepwalker, bed wetter, food intolerances).

Outdoor Science Instructors - OSIs (formerly known as naturalists’) primary duty is to ensure that students are safe, engaged and learning in the outdoors. To this end, they lead a variety of hands-on activities that take advantage of opportunities that are not available in a classroom setting. OSIs also set-up and lead meals, campfires and other site activities. OSIs are trained in Wilderness First Aid.

Residential Program Specialist - RPSs help support and guide the cabin leaders during evening and morning cabin times, lead meals and campfire programs, supervise the cabin areas overnight.

Koinonia Site Staff-You may spot several Koinonia staff members on campus during your visit. Koinonia Conference Center owns the facilities and much of the land that we use for field studies. The COE contracts them to provide us with meals, maintenance service, and other related services.

Cabin Leaders -Cabin Leaders are helpers at outdoor school, primarily in the cabins. They are trained to responsibly and effectively lead their cabin groups of 10-13 students during their week at outdoor science school. Cabin Leaders are held to a high standard of role modeling and personal responsibility as they contribute enormous amounts of energy and enthusiasm to our program each week. It is important to note that Cabin Leaders are not ultimately responsible for students, but are merely aids for teachers and SCCOSS staff.

Visiting Teachers and Students-We expect our visitors to arrive open to and prepared for a great opportunity to learn from a new environment, new teachers and nature. Visitors will be held accountable for all of their own actions and should always keep the 3 R’s in mind: Respect, Reliability, and Responsibility. More Teacher and Student information follows.

Role of the Classroom Teacher

Classroom teachers play a vital role in the operation and success of the outdoor science school program. Our staff regards you and your students as our clients and we strive to treat you that way during your visit. We know that you work very hard to organize and prepare your students academically, emotionally and physically for the experience and we want to provide you with the highest quality program possible.

Soon after your arrival, the program coordinator or program assistant will hold an orientation meeting to review the details of your schedule, responsibilities and activities on site. This manual has sample schedules, maps and policies for you to review before your arrival so you have a better idea of what to expect. Under normal circumstances, we do not require you to sleep in the same cabin as the students, teach classes or perform first aid. Generally speaking, you are there to support your students, assist with hikes, health related issues, program duties and problem-solving, and to learn and have fun with everyone! However, you may on occasion be asked to accompany a cabin group during the day time to and from their cabin and possibly stay in a student cabin overnight to make up for an absent cabin leader.

There are two chapters to your participation in the outdoor science school program. The first occurs before you arrive and the second occurs while you are on-site at Koinonia. This packet includes a Progressive Checklist that will likely prove indispensable in leading you through the pre-camp preparations. The section that follows the checklist will show you your duties while at outdoor science school. If you have any questions that are not answered here, please call Heather MacDougall Molloy at the phone numbers on the cover of this guide.

OVERVIEW OF FORMS, TO-DO'S AND DUE DATES

Please see the *TEACHERS GUIDE TO PREPARING YOUR CLASS TRIP* for a more detailed checklist to help you prepare your class for participation in the Outdoor Science School Program.

EMAIL ALL FORMS TO THE PROGRAM COORDINATOR, JAMIE LANGLEY;
JLANGLEY@SANTACRUZCOE.ORG

Beginning of the School Year

- ⇒ Your principal should have already signed and returned the *Attendance Date Acceptance Form* to accept your scheduled participation week. If you are not sure whether or not this form has been submitted, check with your administration. Call the outdoor science school director if you do not have a record of submitting this form.

Two Weeks Prior to Participation

- ⇒ *Two Week Checklist*
- ⇒ *Cabin Partners List* (Girls and Boys)

One Week Prior - up to Day of Departure

- ⇒ *Students should fill out the [pre-survey](#)*
- ⇒ *Students should watch the [Student Safety Video](#)*

Day of Departure for the Outdoor Science School (bring with you on the bus)

- ⇒ Original copies of each student's *Student Registration and Health Form* and when necessary, their *Authorization to Administer Medication Form*, *Special Dietary Needs Form* and *Allergy and Anaphylaxis Action Plan*. Please staple all of each student's forms together and make one pile for the health supervisors.
- ⇒ Each student's *Behavior Expectations Form* (included in parent packet). One pile for the administration team.
- ⇒ *T-Shirt/Sweatshirt Order Forms* (included in parent packet) with checks attached. One pile for the administration team.
- ⇒ *Teacher Registration Form*

OVERVIEW OF TEACHER EXPECTATIONS AT SANTA CRUZ COUNTY OUTDOOR SCIENCE SCHOOL

1. Be on site and available at all times to support students and work together with the Outdoor Science School staff. Outdoor Science School staff and visiting classroom teachers will work together in student behavior management situations. OSS staff will consult with teachers if an unusual student need arises. OSS staff will keep the visiting classroom teachers informed of any unusual situations regarding the students.
2. Be on site and available at all times to take direction from the director or person in charge in the event of an emergency.
2. 3-night stay – Participate/help in the ropes course and facilitate the team building activities on Wednesday and Thursday afternoons from 1:00pm – 5:00pm (Rain or shine)! Classroom teachers participating in the ropes course will support the ropes course professionals and receive training from them before the activity begins. Classroom teachers that are unable to participate or uncomfortable participating in the ropes course activities for medical or personal reasons may let the program coordinator know before participation week.
3. 4-night stay – Participate/help in the ropes course, team building and choice activities from 1pm - 5pm on Wednesday, Thursday and Friday.
4. Run the classroom meeting each evening for ½ hour after dinner. This will include facilitating the quick-write activity, which will take about 15 minutes (and will be explained to visiting teachers during the meeting on arrival day) and 15 minutes for an activity of the teacher's choice. **Remember to bring sharpened pencils (one for each student)** and any materials needed to run a 15 minute activity each evening. You will find a list of suggested activities later in this handbook.
5. Attend meals and sit at the staff table to be visible to and available for the visiting students.
6. Attend evening activities. (During 4-night stays – facilitate the s'mores station on Wed. evening)
7. Attend meetings on arrival and departure day.



SCHOOL POLICIES REGARDING CLASSROOM TEACHERS

1. A classroom teacher shall accompany each class of students in attendance at the Outdoor Science School. One (1) teacher for each class unit of thirty-five (35) students or less.
2. The classroom teacher shall be subject to the following regulations during the period of time that their class is in attendance at the Outdoor Science School.
 - a. The classroom teacher shall be available on a 24-hour per day basis for consultations and judgments involving their students. In the event that the classroom teacher may be absent, the Principal must designate an alternative credentialed teacher to take the place of the absent teacher. Every effort must be made to ensure the same teacher is available for the **whole program period**, and not just a portion of it shared with several teachers. The following situations may be the exceptions:
 - i. Family Emergency: If a teacher may be absent for short periods of time in case of unforeseen emergencies involving family members. In this event, the teacher shall notify the outdoor science school director or the program coordinator of the nature of the emergency and where they may be reached if needed. The Principal shall be notified of the teacher's absence.
 - ii. Personal illness: In the case of an illness, the classroom teacher may need to leave the site to be at home or to visit their own doctor.
 - iii. Professional Responsibilities: If a teacher is to be absent for professional responsibilities at any time, the principal of their school shall notify the Outdoor Science School Director of this in writing, e-mail or by phone call. The principal shall indicate the nature of the absence and the person who will substitute in that teacher's absence.
 - b. The classroom teacher shall actively participate in the Outdoor Science School education program to the best of their abilities.
3. The possession and consumption of alcoholic beverages, marijuana and illegal drugs of all types on the Outdoor Science School campus is **prohibited**.
4. The Director of the Outdoor Science School shall inform the school principal and district in writing regarding any deviations from these policies by classroom teachers.



SCHEDULE OF CLASSROOM TEACHER DUTIES

You are encouraged to participate voluntarily in as many activities as possible with your students. Shared experiences with your students can be highly beneficial both during and after your outdoor science school visit. They provide the motivation for additional learning activities in the classroom and allow insights into the behavior of your students as they interact with new people and educational settings. While we try to minimize your required activities on site, there are a few essential classroom teacher duties during the week, listed below:

Day 1

Outdoor Science School arrival is 10:30 AM (depending on county of origin)

Upon arrival 1. Give all health forms and student medications to the health supervisor.
 2. Meet with the program coordinator or program assistant to review and approve cabin assignments followed by the teacher orientation meeting. Bring t-shirt/sweatshirt forms and behavior contracts.

12:00 Help supervise lunch (Students eat with cabin groups and cabin leader).

12:45 Move in and get settled in your cabin

1:45 (approx.) Attend the Emergency Talk in Habitat

4:15 Meet with Cabin Leaders and Instructors.

5:20 Flag Ceremony then dinner.

6:45 Classroom Meeting -students go directly from the Dining Room to their classroom meeting location.

7:15 Evening program

Day 2

8:00 Breakfast

9:30 TCC training

12:00 Lunch

1:00 Ropes course training

1:15-5:00 Lead the teacher led activities (Ropes Course and TCC).

5:20 Flag ceremony then dinner

6:30 Classroom Meeting

7:15 Evening program

Day 3

8:00 Breakfast

12:00 Lunch

1:15-5:00 Lead the teacher led activities (Ropes Course and TCC).

5:20 Flag ceremony then dinner

6:30 Classroom Meeting

7:15 Evening program

Day 4 (only for 4-night program)

8:00 Breakfast

12:30 Lunch

1:30 PM Join students in choice activities

5:20 Flag then dinner

6:30 Classroom Meeting

7:15 Evening program

Day 4 or 5 (depending if 3-night or 4-night program)

7:30 Meet students at the parking lot & supervise luggage placement.

8:00 Breakfast

9:30 Meet with the director for program evaluations.

10:15 Snack and closing ceremony

10:30 Students load buses and depart for home school

SAMPLE FOUR DAY SCHEDULE

Day 1	Day 2		Day 3		Day 4
8:00 - Naturalists arrive - Staff Meeting	7:50 - Flag + Weather 8:00 - Breakfast		7:50 - Flag + Weather 8:00 - Breakfast		7:30 - CT's @ Parking Lot 8:00 Breakfast
Set up site 10:30 Students Arrive CT's meet site coordinator Welcome program Break into groups	A 9:30 - 11:45 - Field Study 11:45 - Habitat TCC training	B 9:30 - 10:00 - Songs in Amphitheater 10:00 - 3:45 Long Hike	B 9:30 - 10:00 - Songs in Amphitheater 10:00 - 3:45 Long Hike	A 9:30 - 11:45 - Field Study	9:00 - 10:15 - Final Field Study 9:20 - CT's meet site coordinator to discuss the week 10:15 - Snack and closing ceremony CT's make bus lines 11:00 - Load Buses
12:30 Lunch	12:00 Lunch		Lunch in Field		12:00 - Lunch
Students move into cabins CT's meet site coordinator 2:00 - Emergency Drill 2:30 - 4:15 Field Study 4:15 - Fireside CT/CL Mtg CT/Naturalist Mtg Students @ amphitheater w/night staff 5:20 - Flag	12:45 - FOB (EARLY) 1:15 - TCC 3:00 - Snack 3:15-5:00 Field Study 5:20 - Flag	12:45-FOB (LATE) 1:15 - Field Study 3:00 - Snack 3:15-5:00 - TCC	3:45 - 4:30 - FOB 4:30-5:00 - Song/Rap/Poem Practice	12:45 - FOB (EARLY) 1:15 - TCC 3:00 - Snack 3:15-5:00 Field Study	12:45-FOB (LATE) 1:15 - Field Study 3:00 - Snack 3:15-5:00 - TCC
5:30 Dinner	5:30 - Dinner		5:30 Dinner		
6:30-7:00 - Classroom Meeting 7:30 - Campfire 9:00 - 9:30 CT's - Say Goodnight 9:20 - Lights out	6:15 - 6:45 - Classroom Meeting 7:00 - Night Hike 8:30 - 8:45 - Songs @ Amphitheater 9:00 - 9:30 CT's - Patrol and Say Goodnight 9:20 - Lights Out		6:15 - 6:45 - Classroom Meeting 7:30 Final Campfire 9:00 - 9:30 CT's - Patrol and Say Goodnight 9:20 Lights Out		Key: CL = Cabin Leader CT = Classroom Teacher F.O.B. = Feet on Bunk (rest) TCC = Trust, Communication, Cooperation

SAMPLE FIVE DAY SCHEDULE

Day 1	Day 2		Day 3		Day 4	Day 5
8:00 - Naturalists arrive - Staff Meeting	7:50 - Flag 8:00 - Breakfast		7:50 - Flag 8:00 - Breakfast		7:50 - Flag 8:00 - Breakfast	7:50 Flag 8:00 Breakfast
10:30 Students Arrive	9:30 - 10:00 - Songs in Amphitheater 10:00 - 3:45 Field Study		9:30 - 11:45 Field Study		9:30 - 11:45 - Field Study	9:00 - 10:15 - Final Field Study 10:15 - Snack and closing ceremony 11:00 - Load Buses
12:30 Lunch			12:00 Lunch		12:00 Lunch	
Students move into cabins 2:00 - Emergency Drill 2:30 - 4:30 Field Study 5:20 - Flag			12:45 - Cabin Rest Time 1:15 - TCC 3:00 - Snack 3:15 Field Study	12:45-Cabin Rest Time 1:15 - Field Study 3:00 - Snack 3:15 - TCC	12:45 - Cabin Rest Time 1:30 Enrichment Activities 4:40 - 5:10 - Classroom Meeting	
5:30 Dinner	5:30 Dinner		5:30 - Dinner		5:30 - Dinner	
6:30-7:00 - Classroom Meeting 7:30 - Campfire 9:20 - Lights out	6:15 - 6:45 Classroom Meeting 6:50 - Night Hike 8:30 - 8:45 - Songs @ Amphitheater 9:20 - Lights Out		6:15 - 6:45 - Classroom Meeting 7:15 - 8:45 Astronomy Program 9:20 Lights Out		7:30 Final Campfire 9:20 - Lights Out	

CLASSROOM MEETING IDEAS AND PREPARATION

The classroom meeting, led by you after dinner each night, is a time for your students to come together and reflect on how their week is going. It lasts approximately ½ hour. Here are some suggestions to help you run a smooth and productive classroom meeting.

Sitting with students in a circle on the floor is a good way to get them to focus without desks (and what they are used to doing with their instructor on trail).

Please keep your students for the entire allotted time. If let out early, they will distract other students still in their classroom meeting.

After the meeting, walk students back to habitat to meet their cabin leaders (you will learn more details about this during your orientation meeting after you arrive at Outdoor Science School).

First 15 Minutes: Quickwrites (Required at every classroom meeting)

Quickwrites are an opportunity for your students to confidentially share anything that is bothering or concerning them each day. The students will be doing a quickwrite each morning with their Instructor and each evening with you during the classroom meeting.

Procedure: *(Although not required, it will be helpful for your students if you practice the Quickwrite Procedure at school before your trip).*

Hand out quickwrite papers (you do not need to bring this paper, it will be available for you on site) and pencils to all students. Let them know that what they write is confidential, that only you and possibly an Outdoor Science School principal will see it. No cabin leaders or students will see their paper. Also let them know that this is a safe place to write a secret down if someone has told them to keep a secret.

Ask students to write:

NAME, DATE, and SCHOOL on top of paper

1. What did you learn today?
2. Is there anything you need to tell me but do not want to say out loud?

Review quickwrites **immediately** after classroom meeting. If there are any smaller concerns you can address, go ahead and address them. If there are larger “red flags” or something that you need help with, or it concerns other students not in your classroom, please bring it to an Outdoor School supervisor and you will work together to resolve the issue.

After you have read through and dealt with anything that has come up, you will bring your quickwrites to the Instructors office where you will staple the stack of quickwrites together, write your name and the date on the back and drop them off in the manila envelope hanging on the bulletin board next to the door (details you will learn in your orientation meeting).

Last 15 Minutes on Tuesday/Wednesday: Your Choice!

Read a Story: A story helps students relax and decompress after a long day. Lots of outdoor school relevant picture books can be found in the Instructors office.

“Rose, thorn, and bud” Debrief: Pass a talking object around (use a found nature object or grab something from the Instructors office) and have students share a rose (highlight), thorn (something that was a challenge or that they didn’t enjoy), and a bud (something they learned) from the day.

Sharing Circle: Pass a talking object around and each student shares a phrase or word about their day.

Goal Setting: Have students write (and/or share in a sharing circle) their goal for the following day/rest of outdoor school.

Collaborative Story: Write a collaborative story about outdoor school, the forest, their day, etc. on a whiteboard (whiteboards and dry erase markers can be found in the Instructors office) in which you go around in a circle and each student adds a word to the story.

Letter to Yourself: Each student writes a letter to their “future self” about their experience at outdoor school, how they feel, how they think they are growing/changing, etc. to be handed back to them at the end of the year.

Draw A Moment from Your Day: Art is another great way for students to decompress after a long day. Have them draw a moment from their day or a comic of their day.

Outdoor School Hangman: With outdoor school vocabulary!

Guided Meditation: Students are tired and wired at this point in the day. Have them lie on their backs and really relax with a guided meditation.

Close your eyes and relax, and with me, imagine. All of you are tiny small seeds that have fallen from the top of a tall redwood tree. You each fell slowly, drifting through the sky, passing trees and branches, to land peacefully on the forest floor. Feel your body relaxing into the forest floor, becoming comfortable in the soft soil. Now imagine, the rain begins to fall from the clouds that are even higher than the tallest tree. A tiny raindrop falls on you, and then you begin to feel your seed body begin to change. Time passes slowly, but you can feel your toes slowly opening up, and becoming tiny roots. They are stretching deep into the ground, and your body is starting to uncurl. Your head just barely pokes out of the soil, and you can feel the sunshine on the very top of your head. It’s warm, and you stretch up to feel it even more. Your body begins to stretch out longer, and your toes stretch out farther, and your arms grow out to the open space, and they become tiny branches. Now you can feel the warm sunlight even more, and so you begin to grow tall. With each upward stretch, you can feel your roots bringing you fresh water and your leaves breathing in the clean air. Breathe the air in and out slowly. Feel yourself stretching up and up and into the sky. Your branches are growing stronger. You are just beginning to see over the tops of the other trees. You can see the rolling hills and a sunny meadow at the base of the hills. In the far distance you can see the shine of the ocean.

Last 15 minutes on Thursday: “Thank you for being my cabin leader” letters: We will give you a form for your students to use at Thursday dinner.

STUDENT ACCOUNTABILITY POLICIES

Responsibility for responding to unexpected student behavior at the outdoor science school will be shared by the entire staff including the director, instructors, visiting classroom teachers and cabin leaders.

Communications between all members of the staff, the director and classroom teachers is essential to ensure proper follow through. Below are the steps the director, program coordinator or program assistant will take when a student is referred to the office for a behavior management meeting.

Student Accountability Policy

1. **Warning:** The outdoor science instructor/naturalist will counsel the student. Teacher will be consulted and may counsel the student.
2. **Contract:** An Outdoor Science School supervisor will counsel the student. Contract will be filled out and signed by student. Teacher will be involved in this process.
3. **Call Home:** An OSS supervisor will counsel the student. Parents and home school principal will be notified with a phone call home if necessary and advisable. Teacher will be involved in this process.
4. **Go Home:** Students may depart for home.

The decision to return a student to their home is made by the outdoor science school director or their designee in cooperation with the classroom teacher and home school principal. The home school principal will be informed and the student will be expected to attend school. The transportation of students who have been suspended from Outdoor Science School is the responsibility of the parent/guardian or the parent/guardian's designee. In the event of an inability to contact a parent/guardian, the transportation of the suspended student is the responsibility of the home school district.





BEHAVIOR EXPECTATIONS – *Completed by Students and Parents/Guardians* RULES AND GUIDELINES FOR SANTA CRUZ OUTDOOR SCIENCE SCHOOL

Behavior guidelines are necessary at the outdoor school as they are everywhere else. These are simple, common sense rules that are not meant to restrict students from having an experience that is fun, but to ensure that everyone is safe and enjoying the Outdoor Science School equally.

The Outdoor School “3 R’s” will help you remember what is expected:

- * Be **RESPECTFUL**. Show respect for yourself and others, their feelings, their rights, their bodies (treat others as they would like to be treated) and their property (do not touch anything without the owner’s permission).
- * Be **RESPONSIBLE**. Think before you act and make the appropriate choices that are in the best interest of everyone at the Outdoor Science School. You will be held accountable for the choices you make and for the consequences of those actions. Your parents/guardians, your classroom teacher, your school, and especially your classmates will be depending on you to behave in a way that will not be disruptive or take away from their experience.
- * Be **RELIABLE**. Show your cabin leader, outdoor science instructors and teachers that you can be counted on to follow the rules. Take care of your own personal space in your cabin. Show your cabin leader, outdoor science instructors, teachers and friends that they can rely on you to help out.

The staff at the Outdoor Science School expect each student to be responsible for knowing, understanding, and following the guidelines listed below!

CABINS: Students are expected....

1. not to enter other cabins (failing to follow this rule could result in immediate suspension).
2. to be in bed and quiet by lights out (usually 9:20 P.M.) except for emergencies.
3. to remain in bed until 7:00 A.M. when the Cabin Leader asks you to get up.
4. to stay with your cabin group at all times.
5. to refrain from pillow fights, wrestling, roughhousing or pranks of any kind.
6. not to have any food of any kind in cabins (in order to avoid attracting rodents and insects).
7. to follow the directions of, and cooperate with the Cabin Leader.

DINING ROOM: Students are expected...

1. to talk quietly at the table.
2. to stay seated
3. to understand that playing with or throwing food is inappropriate.
4. to listen quietly when it is time for announcements and instructions.

TRAIL AND GROUNDS: Students are expected ...

1. to stay on the trail and walk **behind** the outdoor science instructor or Cabin Leader.
2. to wear long pants and close-toed shoes on trail.
3. to refrain from throwing objects, pushing, or carrying walking sticks.
4. to respect all plants and animals and not to remove or hurt them in any way.
5. to listen quietly at all times when a Teacher, outdoor science instructor, Cabin Leader or classmate is speaking.

IN GENERAL: Students are expected...

1. to use school appropriate language.
2. to avoid statements that could be thought of as put-downs to or about others.
3. to cooperate with staff and other students.
4. to refrain from doing anything that could cause harm to self or others or damage to Outdoor School buildings and grounds

I have read the three R’s and the guidelines. I understand them, and I am willing to follow them. I understand that my failure to follow them could result in my parents/guardians being called and could cause suspension from the Outdoor School.

Student Signature _____ Parent/Guardian Signature _____



Las reglas de comportamiento son necesarias para escuela de ciencias en cualquier otro lugar. Nuestras reglas son sencillas.

Son reglas para mantener seguridad y para asegurar que todos tengan una experiencia agradable y no para limitar a los estudiantes en su experiencia divertida.

Las **Tres reglas (“3r’s”)** del comportamiento son para recordarles lo que se espera de ustedes:

- * Ser **RESPETUOSO**. Muestra respeto a ti mismo y a otros, sus sentimientos, sus derechos y su persona (piensa como te sentiras si lo que estas pensando hacer, te lo harían a ti) y a su propiedad (no tocar nada sin el permiso del dueño).
- * Ser **RESPONSABLE**. Piensa antes de actuar y has decisiones apropiadas para ti y para los del campamento. Serás responsable por tus decisiones y por las consecuencias que traigan estas decisiones.
- * Ser **CONFIABLE**. Demuestre a su líder, naturalistas y líder de la cabaña que usted puede ser contado encendido para seguir las reglas. Tome el cuidado de su propio espacio personal en su cabina. Demuestre a su líder, naturalistas, profesores y amigos de la cabina que pueden confiar en usted para ayudar hacia fuera.

El personal del campamento esta dependiendo en cada estudiante que sea responsable en saber, entender y las reglas siguientes.

CABANAS: (se espera que estudiantes)...

1. no entren en otras cabañas (si esta regla no es seguida, el estudiante será expulsado del campamento inmediatamente)
2. estén en cama y silencio para las 9:30 P.M. (excepto en caso de emergencia).
3. se queden en cama hasta las 7:00 A.M. cuando el líder de la cabaña les pide que se levanten.
4. se queden con su grupo de cabaña a todas horas.
5. no juegan con las almudadas, no juegan luchas o cualquier juego ruidoso.
6. no lleven comida a su cabaña (esto es para evitar que se acerquen animales y insectos).
7. siguen instrucciones y que coopere con el líder de la cabaña.
8. Respetar y seguir las Reglas de Privacidad de la cabaña.

COMEDOR: (se espera que los estudiantes)...

1. hablen silenciosamente en el comedor.
2. se mantengan sentados
3. entiendan que no es apropiado jugar o aumento comida.
4. escuchen atentamente cuando es hora de anuncios o instrucciones

TRAILS: (se espera que los estudiantes)...

1. se queden en el sendero/camino y que caminen detrás del líder de Naturaleza o de la cabaña.
2. se de tengan de aventar objetos, de empujar o llevar palos/barras.
3. respeten todas las plantas y animales y no lastimarlas o llevárselos de su lugar.
4. escuchen atentamente a todas horas cuando la maestra, el líder de la naturaleza o de cabaña hable.

EN GENERAL: (se espera que los estudiantes)...

1. usen lenguaje apropiado.
2. no usen palabras que lastimen a otros.
3. que cooperen con el equipo del campamento los estudiantes.
4. no hagan nada, que pueda causar daño a los edificios o a cualquier parte del campamento.

He leído las reglas de las 3 R’s las entiendo, y estoy dispuesto a seguirlas. Entiendo que si no sigo las reglas puede resultar en una llamada a mis padres y causar expulsión de la escuela de ciencias.

Firma de estudiante

firma de padres

STUDENTS WITH SPECIAL NEEDS

The Santa Cruz County Outdoor Science School strives to accommodate students of all abilities. **If you have a student with a special need in your classroom, please contact the director or program coordinator at least one month before your attendance date.** We will most likely want to communicate with the student's parents/guardians and, together with you; we will work out a plan to ensure a safe and positive experience for your student. Although accommodations are established on an individual basis, below are some common needs that arise and steps to make appropriate accommodations.

If a student has a full time aide at school, then a full time aide will also be required at the outdoor science school. This includes evening and early morning duty and may also include overnight duty depending on the circumstance.

If a student does not have a full time aide at school but needs support with personal hygiene, an aide will be required to attend at the appropriate times to support the student with their personal hygiene needs.

Tour Prior to Attendance

- Students and their parents/guardians may benefit from visiting the site prior to their school's attendance week. Please have the parents contact the Outdoor Science School to set up a tour during which they can view the site, ask questions and clearly communicate their child's needs to the director, program coordinator or program assistant.

Students with Limited Mobility

- Our site includes wheelchair accessible cabins.
- We have an all-terrain wheelchair on site which allows students who use a wheelchair to explore our wider and flatter trails with their field study group. In order to use this wheelchair, instructional aides must be comfortable pushing the student in the chair.
- Students with limited mobility may participate in the ropes course activity. The only requirement for participation, for the health and safety of the student, is that they have feeling/sensation in their hips and legs and should be able to communicate if the harness is pinching uncomfortably.

Students with a recent injury

- If a student is injured prior to Outdoor Science School attendance and needs to be on crutches or in a medical boot, we require a signed doctor's note indicating that the student is released to attend the Outdoor Science School during the dates of their attendance week and may travel up and down paved and non-paved hills and on trails in the forest with crutches or in a medical boot as tolerated.

Students with Food Allergies and/or Restrictions

- Our kitchen provides vegetarian, vegan and gluten-free options at each meal based on the information on the registration forms and special dietary needs forms.
- If a student has food restrictions that include specific ingredients (e.g., egg, soy, corn) please have a parent/guardian contact us to discuss the menu for the week of their child's visit at least two weeks before their child will attend. Depending on the severity of the restriction, we may require the parent/guardian to pre-prepare and label their child's meal replacements and send them with you on the bus on arrival day.
- A parent/guardian requesting to send meal replacements may also be asked to submit documentation validating the need for meal replacements. This policy is in place in order to discourage parents with picky but otherwise typical eaters from sending meal replacements, as accommodating this need takes time and attention from our staff.
- Peanut and tree nut allergies: Though we cannot guarantee a nut free facility, we have implemented the following preventative measures in order to minimize the risk to our guests with severe food allergies: We do not serve any peanut or tree nut products from our kitchen. A select few menu items may be produced in a factory that processes tree nuts. In this case, students with peanut/nut allergies will be given a peanut/nut free replacement. Ingredient information is available upon request. We inform our staff and the kitchen staff of students who have severe food allergies on arrival day. We have a written emergency action plan in place for managing an anaphylactic reaction.

Students with Diabetes

- Please have a parent/guardian contact our office to speak with a health supervisor at least one month prior to your school's attendance date.
- The health supervisor will complete a questionnaire with the parent/guardian over the phone or via zoom in order to understand the individual student's care plan.
- The health supervisor will contact the parent/guardian at least once a day while their child is with us at the Outdoor Science School.
- Our health supervisors are EMT certified and not authorized to give injections. If an adult is required to administer a student's insulin injections or to change pump tubing, then a qualified aide must be provided to do so.

Students Who Attend Only During the Day

- We allow students to attend during the day only under the following circumstances; medical need (doctor's note is required), behavioral need (school documentation, such as an IEP or section 504 plan is required), religious requirement (letter from the parents/guardians is required). We adhere to this policy in order to encourage students who may experience homesickness to use the support of our caring, trained staff and to grow and gain independence through the Outdoor Science School experience. (Please see our policies on homesickness). Also, organizing arrival and departure of students each day pulls the supervisor on site and yourself away from their regular site duties.
- If you have a student who needs to attend during the day only, please contact the director or program coordinator to discuss the specific circumstance and drop-off/pick-up plan at least two weeks before your participation week.
- Students who attend during the day only must be signed in and out at the main office at each arrival and each departure.

Autistic Students

- As mentioned before, if a student is required to have a full time aide at school, they will be required to have a full time aide at the Outdoor Science School.
- If you have an autistic student please contact us at least two weeks before your scheduled participation week so we can discuss the specific needs of your student. We will ask about how best to support the student based on your experience in the classroom. Depending on the needs of the student, we may also want to communicate with the parents/guardians.

Parents/Guardians Acting as Aides

- Parents/Guardians can be considered a qualified aide if the following criteria are met:
 - The school personnel (principal, teacher, school counselor, etc.) agree that the parent/guardian will respect the Outdoor Science School policies and procedures and will be a positive contributor to their child's experience with an overall goal to allow as much independence as possible while the student is at the Outdoor Science School.
 - The parent/guardian who will act as their child's aide has cleared fingerprints through the district.

Instructional Aides

- If one or more of your students will be accompanied by an instructional aide, it is helpful for the aide to have as much information as possible about our program **before** they arrive at Outdoor Science School. Important information the instructional aide should have prior to attendance includes: Schedule, packing list (if they are staying overnight) and what to expect on trail, in the cabin, at meals, etc. In addition, we would like to know how well the instructional aide knows the student they will be supporting. The best way to accomplish this is for us to communicate directly with the instructional aide before their trip to the Outdoor Science School. **Whenever possible, please have the instructional aide or the agency that your school works with contact us at 831-466-5715 two weeks (or as soon as possible thereafter) before the trip.**

HOMESICKNESS PROCEDURES

It is normal for 5th and 6th grade students to miss home during their stay at the outdoor science school. While many students may feel very confident away from home, some may experience separation anxiety and display signs of homesickness. Some students are comfortable talking about feeling homesick and some may be embarrassed that they feel homesick and may manifest their discomfort in other ways.

Common signs of homesickness include:

- Loss of appetite
- Nausea/vomiting and/or stomachaches
- Headaches, especially if they are accompanied with crying and sadness
- Crying or general sad countenance
- Withdrawal from activities

The outdoor science school staff members are caring and respectful and are trained to work with students struggling with homesickness. Staff members work together with the student's teacher and cabin leader to provide the nurturing, support and counseling that is needed.

Under normal circumstances, we do not allow students to call home if they are feeling homesick. Because the outdoor science school stay is only three or four nights, students are more successful when they are able to stay focused on participating in the activities rather than focusing on home. We do allow pre-arranged phone calls home in unusual situations (e.g. recent serious illness or death in the family). If you have a student who may need to communicate with a parent/guardian during the week due to unusual circumstances, please let us know as soon as possible and we will discuss appropriate arrangements.

If a student is showing signs of severe homesickness, the administrative staff and the teachers will work together to come up with an appropriate plan of support. We define severe homesickness as many or all of the common signs mentioned above lasting into the second or third day (as these symptoms manifesting on the first and second night can be normal). Depending on the situation, the administrative staff may call the student's parents/guardians to let them know that we are working with their child and to answer any questions the parents/guardians may have. It is our policy to keep parents/guardians informed if their child is experiencing severe homesickness.

We do not send students home for homesickness unless the circumstances are very unusual. Students who experience homesickness have the opportunity to grow as an individual in a caring, safe and nurturing environment at the outdoor science school. Students who overcome homesickness feel very proud of their independence and their accomplishment on departure day.

As a teacher, you can support your student who is feeling homesick by being available to talk and provide comfort. You are the most familiar adult for each of your students and checking in with you often helps students to feel more secure in a new setting. Teachers are most effective in working with their homesick students if they are available for support when the student needs it and discreet when the student is engaged in the activities, distracted from the feelings of homesickness and feeling comfortable with their new surroundings.

We do not provide the opportunity for students who are concerned about being homesick at night to attend during the day only. A key component of our program is supporting students in individual growth in confidence and independence. Students who work through homesickness show tremendous growth in these areas. As mentioned in the previous pages, we allow students to attend day only if there is a medical need, behavioral need or religious requirement. Please contact the director or program coordinator if you have a student experiencing unusual circumstances and we will work out an appropriate plan.

Students who have anxiety about homesickness before their trip to outdoor science school can have their parents/guardians call the director or program coordinator to set up a visit and a tour prior to their attendance week. The more familiar the surroundings, the more comfortable the student will feel.

STUDENTS WITH MEDICATIONS

Our health supervisors or designee will be administering each student's medication per physician's orders during your stay with us. You can help by making sure that parents/guardians are following our procedures below.

Organizing Medications for Parents/Guardians:

In order to support us in our compliance with the law, it is very important that parents/guardians adhere to our medication policies when preparing their child's medication. For your reference, the following rules must be observed (much of this is included in the Authorization to Administer Medication form):

- ALL medication sent with a student, both prescription and non-prescription, must be in the **original container**. For prescription medications, the label must include the following:
 - ⇒ Student's Name
 - ⇒ Physician's Name
 - ⇒ Name of Medication
 - ⇒ Dosage (how much and when)
 - ⇒ Current date range (no out-of-date medications or labels)
- We **will not** be able to administer any medication (prescription, over-the-counter, vitamins, etc) that is pre-dosed in a medication case or in any unmarked container.
- We stock a limited selection of over-the-counter (OTC) medications in our health office which are listed on the Authorization to Administer Medication form. If a parent/guardian would like their child to be able to receive any of these medications during their stay with us, they must check the "YES" box and sign the bottom of the Authorization to Administer Medication form. A physician's signature is no longer required for the OTC medications that are listed on our form. These OTC medications are in stock only for acute symptoms (headache, allergies, etc). For any OTC medications that are NOT listed on our form (for example, Claritin, Flonase, etc) or any OTC medications that are listed on our form but are needed on a daily schedule for a chronic condition (e.g. ibuprofen daily for a prior injury) physician's orders and signature are REQUIRED along with the guardian signature at the bottom. Physician's orders and signature and guardian signature are also REQUIRED for any prescription medications.
- Physician's orders on the Authorization to Administer Medication Form must match the Rx label dosage.
- If there are errors in the above rules (e.g. medication not in its original container, physician's orders not matching the prescription label, etc) we will not be able to administer the medication to that student. To remedy the situation, we will call the parents/guardian listed on the student's Registration form and require the parent/guardian to email or fax the information needed. This often includes parents/guardians having to contact the physician's office. This process can take time and can result in a student not getting their medication at the appropriate time. **PLEASE STRESS TO YOUR PARENTS/GUARDIANS THE IMPORTANCE OF FOLLOWING THE RULES LISTED ON THE AUTHORIZATION TO ADMINISTER MEDICATION FORM.**

Organizing Medications for Teachers:

- On the morning of departure from your school, have an empty box or bin ready to accept student medications. Parents/Guardians/Students should drop off all medications to you. You will drop the box(es) off to the health supervisor immediately after you arrive at the Outdoor Science School.
- Please make sure that student medical paperwork, which includes the Registration and Health Form, the Authorization to Administer Medication Form, the Special Dietary Needs Form and the Allergy and Anaphylaxis Action Plan are organized by student name. Each student should have all of their forms stapled together. If you are able to alphabetize your stack of forms that will be extra helpful! Note: EVERY STUDENT should have a signed Registration and Health Form. The other three medical forms are required only when necessary and may not be needed for every student. You will give these forms to the health supervisor immediately after you arrive at the Outdoor Science School.
- If you have questions about student medications, don't hesitate to call us at 831-722-8222

Santa Cruz County Outdoor Science School

Policies, Procedures and Best Practices for Student Safety

2023-2024

Our primary goal at the Outdoor Science School (OSS) is to keep our students safe, both physically and emotionally. The information below outlines our student safety policies and procedures.

Outdoor Science School Staff Hiring and Training Procedures:

Employee Selection Process:

Full time and part time staff members apply by filling out an online application. The most qualified candidates participate in a panel interview. The panel includes 2-5 OSS staff members and always includes at least the director or the program coordinator. The OSS requires three reference checks from employers before an employee is hired.

Hiring Process:

Once a candidate is chosen for hire, they are fingerprinted through the California Department of Justice and the Federal Bureau of Investigation. They must show proof of current (within the last four years) TB clearance. They must also complete a new-hire packet. Copies of the new-hire packet are available upon request.

Student Safety Training for Employees:

- OSS employees complete the following online training modules:
 - o Mandatory Reporting Training through Keenan SafeSchools
 - o Abuse Prevention Training through Praesidium Inc. Armatus Courses www.praesidiuminc.com
- OSS employees receive the Employee Manual which details all OSS procedures. The director or designee reviews the OSS procedures with employees at the beginning of each school year or upon their hire. The student safety procedures in the employee manual were reviewed by a team of Praesidium experts in 2016.

Santa Cruz County Office of Education and Outdoor Science School General Policies and Procedures Regarding Student Safety:

Student Supervision and Program Oversight:

- The director, who holds an administrative credential, is on site at least three out of the four program days and on call 24 hours a day when students are on campus. The associate superintendent at the Santa Cruz County Office of Education is on call in the event that the director is not available.
- The associate superintendent formally meets with the OSS director once a month to check in. The associate superintendent visits the OSS at least once per quarter (four times in the school year), two of which are planned and two of which are at an unscheduled time.
- In the daytime hours, ten – twelve OSS staff members are on duty teaching and supervising the students: *One person in charge*, (director, program coordinator, program assistant or lead instructor), *one health supervisor*, and *eight or nine instructors* (field teachers). In addition the *visiting classroom teachers* are present and available as are *Koinonia site managers*.
- In the evening/overnight hours, five staff members are on campus and on-call throughout the night: *One health supervisor*, *one person in charge* and *two or three residential program specialists* (depending on the number of students on campus). In addition the *visiting classroom teachers* are present and available and a *Koinonia site manager* is on call.
- *Cabin leaders* (trained high school volunteers) work with groups of *eight - thirteen students*, depending on the number of students attending. They work under the supervision of the OSS staff.
- *One adult staff member* directly supervises and supports *two - eight cabin leaders* at any given time.
- Students *always travel in groups of at least three* and *must ask permission/notify* their group leader if they need to leave the group and travel to the restroom, to the office or to visit the health supervisor. When leaving the group to go to a nearby restroom or visit the office or health supervisor (within campus boundaries), *students must travel with two buddies*.

- When traveling with students, adult staff and cabin leaders must *maintain a ratio of three or more in the group*.
- Note: The ratios listed above are the *minimum* requirements. We often have more staff members and cabin leaders working and/or fewer students in each group.

Cabin Privacy Rules:

- Only one person is allowed in the bathroom at a time, even if there are two toilet stalls.
- Cabin leaders may shower only during their designated breaks when students are out on an activity.
- Students shower in the bathroom one at a time.
- Students and cabin leaders must be clothed at all times in the cabin. Appropriate places to change are: in the bathroom with the door closed or in a sleeping bag.
- Respect personal space. “High-fives/fist-bumps and handshakes are ok. Otherwise, keep your hands to yourself.” Personal space includes each student’s bunk. “Keep to your own bunk. No sitting on someone else’s bunk.”
- Cell phones are not permitted for anyone in the cabin (including students, cabin leaders, staff and visiting classroom teachers).
- It is prohibited for students, staff, teachers and cabin leaders to take photographs in the cabin at any time.
- The above Cabin Privacy Rules are communicated to the students on arrival day and posted in every student cabin visible to all.

Nighttime Procedures:

- If a student is sick or needs assistance in the middle of the night, the cabin leader will get the closest staff member nearby. The staff member will call the nighttime health supervisor on the two-way radio to let them know that they will be walking a student down to the health office.
 - o The nighttime health supervisor will wait outside the health office to witness the staff member walking the student down, and to greet them when they arrive.
 - o The staff member will stay with the student and the nighttime health supervisor until the student can be escorted back to their cabin to sleep. Both the staff member and the nighttime health supervisor walk the student back to the cabin.
 - o If a student is too sick to return to the cabin (e.g. fever, repeated vomiting, etc), the nighttime health supervisor will call the student’s parent/guardian to come and pick up their child.
 - If the nighttime health supervisor cannot get a hold of the parent/guardian, the student can sleep in the bunk room in the health office. At least two adults (usually staff members, sometimes a classroom teacher when needed) will stay awake in a different room in the health office to care for the ill student as needed.
 - o Students who are experiencing homesickness are counseled by the two staff members (and sometimes the cabin leader as well) and encouraged to sleep in their own bed with their friends in the cabin.

Student Emotional Safety and Communication Opportunities:

- If a student has a concern, they can communicate with their cabin leader, outdoor science instructor, classroom teacher on site, health supervisor or the person in charge, all of whom the student will see and interact with regularly throughout the day and night (with the exception of the educator at night). Posted in every cabin is a reminder for students to say something if they see something that causes concern, a list of who students can report issues/concerns to, and how to safely do so.
 - o Cabin leaders are trained to communicate any issues brought to their attention to their outdoor science educator or any staff member.
 - o Staff members are trained to alert the person in charge (director, program coordinator, program assistant or occasionally the lead outdoor science educator).
 - o The person in charge and the classroom teacher discuss the situation and make decisions about the best next steps.
 - o If the director is not on site, they are available by phone if needed to discuss the best next steps.
- In order to accommodate students who may not feel comfortable bringing an issue to their cabin leader or any adult in person, students participate in a mandatory journaling activity that we call Quick-Writes two times each day – once after breakfast with their outdoor science instructor, and once after dinner with their classroom teacher.

- o During the Quick-Write activity, students are given a pencil and quarter-sheet of paper. They write their name, school and date at the top.
- o They then answer two questions. The first question can be anything the teacher or outdoor science instructor chooses, just something to get them writing. The second question always is, “Is there anything that you would like me to know, but don’t want to say out loud? If so, write it down.”
- o Students are told that what they write is kept confidential and only shared with an administrator if there is a problem that needs to be solved. Otherwise it is between the teacher or outdoor science instructor and the student.
- o Outdoor science instructors and teachers review the Quick-Writes immediately after the meeting is over and report any issues to the director, program coordinator or program assistant. Together, they come up with the most appropriate solution to ensure the safety of the student.

The Classroom Teacher’s Role in Ensuring Student Safety:

The Outdoor Science School requires one credentialed teacher for every 35 students that attend. Maintaining at least this ratio ensures that we will have enough adults to respond appropriately and keep students safe in the unlikely event of an emergency. The classroom teachers also play an important role in ensuring the physical and particularly emotional safety of the students. On the day that the schools arrive, the program coordinator or program assistant meets with the participating classroom teachers to review policies, procedures and their role for the week. Besides assisting with the ropes course and team building games, being present at meals and evening programs and running the after-dinner classroom meeting, teachers are called upon to assist with student discipline meetings and to participate in decisions when responding to student needs and issues. As mentioned above, occasionally teachers are called upon to assist staff in working with or accompanying a student to ensure that at least three people are present.

Outdoor Science School Communication with Parents/Guardians and Student Communication with Parents/Guardians:

- The administrative assistant at the school and the school principal remain in touch with the staff at the Outdoor Science School while students are in attendance.
- The OSS staff will notify and/or consult parents/guardians if anything is, or seems, out-of-the ordinary with a child. It is our policy to discuss any unusual situations with the child’s classroom teacher and then, when appropriate, the child’s parents/guardians.
- We ask that parents/guardians call the Outdoor Science School only when it is absolutely necessary (arranging drop off or pick up, family emergency, etc). We have one land line to the site and no cell phone reception in our area. It is important to keep our phone line open as much as possible for important business calls and for communication in the event of an urgent matter or emergency.
- Under normal circumstances, we do not provide students with the opportunity to call home. It is logistically difficult in the short time we have with them and it detracts from their engagement and involvement with the Outdoor Science School experience. In unusual circumstances, individual or regular phone calls can be arranged. The decisions in this case are made by the director, the classroom teacher and sometimes the school principal together.

Additional Student Safety Policies:

In addition to the policies detailed above, the following student safety policies are in place. Please contact the director at the number below if you would like details of these policies.

- Gender Identity Policies
- Appropriate and Inappropriate Physical Interactions Between Adults and Youth
- Campus Bathroom and Shower Procedures
- Policies Prohibiting the Abuse or Mistreatment of One Youth by Another Youth
- Procedures for Responding to Incidents of Youth to Youth Sexual Activity and Behavior
- Procedures for Responding to Incidents of Suspicious or Inappropriate Behavior and/or Policy Violations

Please call or email director, Heather Molloy, with questions regarding these policies:

831-466-5715; hmolloy@santacruzcoe.org

CLASSROOM TEACHER PACKING LIST

Your lunch for the first day

Bedding

- Sleeping bag and/or 2-3 warm blankets. The mattresses are plastic so you may want to bring a twin bottom sheet to put under your sleeping bag. We also suggest that you double up the mattresses when you make your bed for added comfort.
- Pillow

Clothing

- 1 or 2 pairs of sturdy, close-toed shoes (2 if you expect rain and/or you plan on doing a lot of hiking)
- 3 pairs of long pants
- Long-sleeved shirts
- Short-sleeved shirts
- Underwear for a week
- Socks for a week
- Modest pajamas
- Heavy sweatshirt or sweater
- Warm Jacket
- Gloves and hat (in winter only)
- Raincoat or poncho
- Sun hat or baseball cap

Toiletries

- Bath towel
- Wash cloth
- Toothbrush and toothpaste
- Soap
- Shampoo
- Lotion
- Comb or brush
- Deodorant
- Lip Balm
- Kleenex
- Sunscreen

Other Personal Items/Suggestions

- Alarm clock
- Laundry bag
- Camera
- Water Bottle (ESSENTIAL)
- Watch
- Backpack
- Flashlight

- Travel Coffee Mug (dining hall provides coffee cups but they are small)
- Wood Cookie from past years attendance (we will supply you with one if your first time and or forgotten wood cookies.)
- Small change (for soda machine)
- Books/magazines/etc for break times
- Snacks (the teachers will have access to a refrigerator)
- Tablet or laptop. We do have internet at the site. It can be spotty at times and, because it is satellite, we have some limitations on downloading/uploading and streaming. It works well for checking email and general browsing.

Classroom/Students

- Pencils (one for each student) for classroom meetings.
- Any other items for your classroom meetings (see the Classroom Meeting Guidelines in this manual)
- Student health/medical forms stapled together for each student
 - Registration and Health Form (Essential)
 - Physician and Parent Authorization to Administer Medication Form
 - Special Dietary Needs Form
 - Allergy and Anaphylaxis Action Plan
 - Primary Health Consent Form
- Student behavior contracts (signed by students and parents/guardians)
- Student store order forms with checks/money attached
- Box(es) of student medications
- Box(es) of student first-day lunch

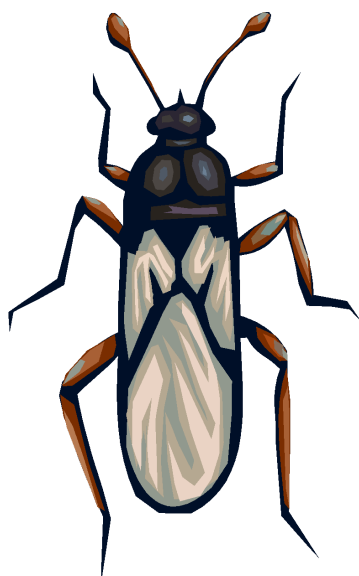


SUGGESTIONS ON HOW TO MAKE THE CABIN LISTS

⇒ Please enter your student groupings in the [Cabin Partners List](#). The student groupings and information on the [Cabin Partners List](#) are used by the OSS staff to create cabin groups. This format allows the flexibility needed to form groups that fit the physical limitations of the cabins and available staff. The lists should be created by the grade level team. It is easiest if all students are on the same girl/boy cabin list rather than one girl list and one boy list per classroom.

1. Group your students in **twos and threes**. Students may choose a friend for a cabin mate. Even though they will be in the same cabin, it is important to let them know they may, or may not, have bunks next to each other. We will try to keep these students together when matching students to cabins. **There are no guarantees that students may be in the same cabins.**
2. To the right of each student's name write comments that will assist the Outdoor Science School staff in developing cabin groups. The more comments you provide, the better the cabin groupings will work for student success. **Remember to indicate any students that should NOT be put in the same cabin and/or field study group.**
3. If a student should or should not be placed in a cabin with a certain cabin leader (cousin, family friend, etc.) please indicate so in the comments section.
4. Via phone (831) 722-8222 or email jlanglely@santacruzcoe.org please provide Jamie Langley, the program coordinator, with the number of male and female students ***one month*** before your program week. This information is necessary for recruiting the appropriate number of cabin leaders.
5. Please let us know ahead of time if any instructional aides may accompany your students.

The easiest way to submit the cabin list is to fax or email the Cabin Partners List along with the Two Week Checklist at least **two weeks** before your arrival date to **(831) 466- 5946**. You can find the templates on the next pages of this document and on our website. www.osp.santacruzcoe.org





Two Week Checklist

⇒ Fax this form two weeks before you attend (831) 466-5946

Please allow for holidays and breaks when school is not in session

School _____ District _____
 SchoolPhone() _____ Fax _____
 Contact Person _____ Number of Boys _____
 Contact Email _____ Number of Girls _____
 Principal _____ Total _____
 Principal's Home Phone* _____ Grade 5th 6th (circle one)

*Confidential – For emergency only, after school hours

Bus Co. _____ Bus Phone () _____
 Dispatcher's Name _____ After Hours Phone () _____
 Bus will leave school at _____ a.m. Arrival time at OSS is 10:30am on the first day.
 Buses should arrive on site on the last day at 10:30am and will depart with students at 11:00am.

Important: Confirm all special needs (medical or behavioral) students who will attend OSS.

Student Name	Condition	Parent Name/Phone
1. _____	_____	Phone _____
2. _____	_____	Phone _____
3. _____	_____	Phone _____
4. _____	_____	Phone _____
5. _____	_____	Phone _____
6. _____	_____	Phone _____

(Continue on separate sheet if necessary)

Teacher's Name*	Male, Female, Other	5 th /6 th Grade Teacher or Substitute
_____	_____	_____
_____	_____	_____
_____	_____	_____

*Please note there must be one teacher for every 35 students

Visitors (Principal, Teacher, etc.)	Arrival	Departure
Name/Title _____	_____	_____
_____	_____	_____
_____	_____	_____

CONFIDENTIAL VISITING CLASSROOM TEACHER REGISTRATION FORM

Week Attending: _____ School: _____

Name:	School Telephone:
Home Address:	Home Telephone:
City: _____ Zip: _____	Date of Birth: _____

Persons to contact in case of emergency:

1. Name:	Home Telephone:
Address:	Mobile Phone:
2. Name:	Home Telephone:
Address:	Mobile Phone:

Optional health information we may need in order to ensure your safety:

- Are you taking daily medication? _____ If yes, what medicine? _____
For what condition? _____
- Do you take other medications at times? _____ If yes, what? _____
For what condition? _____
- Do you have a health problem that could restrict your activities at Outdoor Science School (such as hypertension, arthritis, asthma, etc)? _____ If yes, please specify: _____
- Have you had a recent illness, surgery, broken bone or anything else we should know about? _____
If yes, please specify: _____
- Do you have religious restrictions regarding medical aid? _____ If yes, please specify: _____

Optional medical information:

Name of medical insurance company: _____ Policy # _____

Physician's Name: _____ Telephone Number: _____
Address: _____ City: _____ Zip: _____

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT: I hereby authorize the Santa Cruz County Office of Education Outdoor Science School to provide medical or surgical care rendered through the facilities of the nearest hospital or doctor's office in any emergency which may occur during my participation in the Outdoor Science School program.

Signature

Date

OVERVIEW OF CURRICULUM AND TEACHING PHILOSOPHY

At Outdoor Science School we focus on making the most of the natural phenomena around us and delivering curriculum in ways that can't be achieved in the classroom. Our curriculum is aligned with the Next Generation Science Standards and the CA State Science Framework. We strive to foster a reverence for the natural world in the students that we teach through constructivist learning. Specifically, our instructors will lead students through the field study classes using science practices to explore the role that matter and energy play in our ecosystem and how humans are connected to watersheds.

During field study classes at the Outdoor Science School we strive for...

<i>Less of this...</i>	<i>More of this...</i>
<ul style="list-style-type: none"> ● Telling facts ● Delivering information through talks, chants and activities ● Vocabulary memorization ● Games and simulations ● Activities that are demonstrations of science concepts ● Instructor-centered instruction ● Students as a passive audience ● The scientific method ● Naming of organisms ● Narrow questions ● Content delivery at beginning of hikes ● Students regurgitating information ● Correcting students wrong ideas ● Telling ● Entertainment 	<ul style="list-style-type: none"> ● Asking students questions ● Opportunities for students to explore, observe, investigate and make sense ● Meaning-making ● Exploration of nature ● Activities that guide students to explore and make sense of the natural world ● Student-centered instruction ● Students as active individuals exploring and discussing ideas ● Authentic practices of science used to investigate the natural world ● Observing and getting to know organisms ● Broad questions ● 5E based instruction on hikes ● Open-ended discussions with students ● Helping students adjust, build and expand on their ideas ● Listening ● Engagement

The NGSS outline the core ideas and practices in science that students should master in order to achieve college and career readiness. The focus of the NGSS is less on memorization of facts and more on scientific processes and overarching concepts that students can understand on many different levels as they grow through their K-12 school career. The following is an overview of the framework.

The Three Dimensions of the Framework

1. SCIENTIFIC AND ENGINEERING PRACTICES

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating and communicating information

2. CROSSCUTTING CONCEPTS

1. Patterns
2. Cause and Effect: Mechanism and explanation
3. Scale, proportion and quantity
4. Systems and system models
5. Energy and matter: flows, cycles and conservation
6. Structure and function
7. Stability and change

3. DISCIPLINARY CORE IDEAS

PHYSICAL SCIENCES

- PS1: Matter and its interactions
- PS2: Motion and stability: Forces and interactions
- PS3: Energy
- PS4: Waves and their applications in technologies for information transfer

LIFE SCIENCES

- LS1: From molecules to organisms: Structures and processes
- LS2: Ecosystems: Interactions, energy, dynamics
- LS3: Heredity: Inheritance and variation of traits
- LS4: Biological evolution: Unity and diversity

EARTH AND SPACE SCIENCES

- ESS1: Earth's place in the universe
- ESS2: Earth's systems
- ESS3: Earth and human activity

ENGINEERING, TECHNOLOGY AND APPLICATIONS OF SCIENCE

- ETS1: Engineering design
- ETS2: Links among engineering, technology, science and society



LEARNING OBJECTIVES

Our instruction is based on a constructivist philosophy and on the 5E's model from the California State Science Framework released in 2016.



Instructors will plan activities in the field designed to meet our learning objectives. They are adept at assessing the students' prior knowledge and adjusting how they approach the objectives each week. As it is in any variable learning environment, there is a possibility that not all instructors will reach each learning objective in the limited amount of time that they have with your students. If you would like the instructors to focus, specifically, on certain objectives and/or to modify their approach to meeting the learning objectives when teaching your students (e.g. striving for more advanced discussions, focus on exploration time, etc.), please let them know during the Teacher/Instructor meeting on the afternoon of your arrival day.

The following two pages list our learning objectives and their alignment with the Next Generation Science Standards' Scientific Practices and Disciplinary Core Ideas.



***Note: We are continually working to improve the quality of our instruction and may add to or revise these learning objectives throughout the school year as necessary. As always, we welcome your feedback*

Cross-Cutting Concepts at OSS: Systems and System Models; Energy and Matter: Flows, Cycles and Conservation

Science Practices	Students will:	
	- Develop and revise a model of the redwood ecosystem in their field journal	SP2
	- Ask questions about the natural world around them	SP1
	- Deepen their observation skills through guided observation activities	
	- Work with their field study group and naturalist to plan an investigation of natural phenomena in the field	SP3
	- Collect, analyze and interpret data (through words, drawings, numbers, graphs, etc.) and construct explanations of findings	SP3,4,6
	- Distinguish evidence from opinion and use evidence to back up conclusions	SP7
- Engage in scientific argument and discussion	SP7	

Disciplinary Core Ideas	Life Sciences	From Molecules to Organisms: Structures and Processes	Students will:	
			- Make detailed observations about the characteristics of organisms in the redwood forest	
			- Examine how different structures perform different survival functions for organisms (e.g. growth, reproduction, protection from predators and environmental factors, etc.)	LS1.A; LS1.C
			- Define and find examples of various stages of plant and animal life cycles	LS1.B
		- Compare human (diurnal) senses to those of nocturnal and crepuscular animals		
		Ecosystems: Interactions, Energy, and Dynamics	Students will:	
			- Explore the roles that physical (abiotic) components such as sunlight, soil, water, and air play in an ecosystem (i.e. providing food, water, shelter, etc.)	LS2.A
			- Find evidence of interdependence between organisms and the environment (e.g. food chains, food web)	LS2.A
			- Discuss the way matter cycles and moves through the redwood forest ecosystem (ecosystem model)	LS2.B
		- Debate the relative health of observed ecosystems and effects of introduced species or environmental changes	ESS3.A; ESS3.C	
		Heredity: Inheritance/ Adaptations and Variations of Traits	Students will:	
			- Discuss how inherited traits/adaptations may help animals and plants survive to reproduce	LS3.A
			- Discover variation in the traits of plants, animals, and fungus in the forest (e.g. differences in leaves, teeth, seeds, feathers, etc.)	LS3.B
		Biological Evolution:	Students will:	

Disciplinary Core Ideas (cont.)	E a r t h a n d S p a c e S c i e n c e s	Unity and Diversity	- Find evidence of how changes in habitat can be beneficial or harmful to different species (e.g. wildfire, logging, drought)	LS4.C
		Earth's Place in the Universe	Students will: - Observe the night sky and any visible constellations/asterisms, planets, and the moon	ESS1.A; ESS1.B
		Earth's Systems	Students will: - Define water cycle and watershed	ESS2.C
			- Identify Corralitos Creek, the Pajaro River, and the Pacific Ocean on a watershed map	ESS2.B
			- Conduct a field investigation to determine stream health and/or the health of the surrounding ecosystem including (but not limited to): * Measuring the air and water temperature * Measuring the pH and turbidity of the water * Surveying the evidence of human activity and impact * Collecting macroinvertebrate specimens and identifying their pollution tolerance with journal reference	SP3,4,6,7
			- Examine sedimentary rocks and their variable mineral components	ESS2.A; ESS1.C
			- Investigate and identify the causes and effects of erosion	ESS1.c; ESS2.A
		Earth and Human Activity - Conservation and Stewardship	Students will: - Discuss the implications of human impact on the redwood forest	ESS3.A; ESS3.C
			- Identify natural resources and propose variable solutions to overuse of natural resources	ESS3.A
			- Examine the effects of logging and wildfire on the redwood forest ecosystem	ESS3.A; ESS3.C
			- Practice conservation techniques in daily routines and build one's sense of civic responsibility	ESS3.C

Personal Growth	Students will:
	- Become more comfortable being outdoors and in nature
	- Sit quietly in nature and reflect on one's surroundings
	- Build one's sense of place and personal connection to nature
	- Develop one's sense of independence, responsibility, and accountability
	- Increase one's self-confidence and face personal challenges
	- Explore one's own creativity and self-expression
	- Participate in team building challenges
- Build interpersonal relationships with new people while respecting different cultures, backgrounds and abilities	

SANTA CRUZ COUNTY OUTDOOR SCIENCE SCHOOL

RELEVANT VOCABULARY

As mentioned in our teaching philosophy, and in support of the Next Generation Science Standards, our focus at the Outdoor Science School is on constructing meaning and understanding of scientific concepts rather than memorizing vocabulary. Below is a list of the main scientific terms that your students will be exposed to during their field study class.

Abiotic – The non-living parts of an ecosystem (water, rocks, soil, etc.)

Abiótico - Las partes no vivas de un hábitat (agua, rocas, suelo, etc.).

Adaptation – A structure or behavior that allows an organism to survive in its environment. In science an adaptation is an inheritable trait and not the same as a single organism changing its behavior to “adapt” to its surroundings. Populations adapt, individuals do not.

Adaptación - Un comportamiento o característica que le ayuda a una planta o animal a sobrevivir.

Aquatic – Growing or living in or near water

Acuático - Crece o vive en o cerca del agua.

Bacteria - A large group of unicellular microorganisms that have cell walls but lack organelles and an organized nucleus.

Bacterias - Un grupo de microorganismos unicelulares que tienen paredes celulares, pero carecen de orgánulos y núcleo organizado.

Biotic – Living elements including animals, plants, fungus and bacteria

Biótico - Seres vivos como animales, plantas, hongos y bacterias.

Community – A group of living things within a particular type of area (forest, meadow, pond, etc.)

Comunidad - Un grupo de seres vivos dentro de un determinado tipo de área (bosque, pradera, estanque, etc.).

Conservation - Preservation, protection, or restoration of the natural environment, natural ecosystems, vegetation, and wildlife

Conservación - Preservación, protección y restauración del medio natural, los ecosistemas naturales, la vegetación y la vida silvestre.

Consumer – A living thing that gets energy by consuming or eating other things

Consumidor - Un ser vivo que obtiene energía comiendo o consumiendo otras cosas.

Crepuscular – An animal that is active at dawn or dusk

Crepuscular – Un animal que está activo en el amanecer o el anochecer

Cycle – A series of events or phenomena that recur regularly and usually lead back to the starting point.

Ciclo – Un serie de actos o un fenómeno que repiten con frecuencia y que normalmente acaba en el mismo punto que comienza

Decomposer – An organism that obtains its energy by breaking down waste products and dead organisms

Descomponedor - Un organismo que obtiene su energía al descomponer los desechos y organismos muertos.

Diurnal – An animal that is primarily active and awake during the day

Diurno - Un animal que principalmente está activo y despierto durante el día.

Ecology - The scientific study of the relationships between living and non-living things in the environment

Ecología - El estudio científico de las relaciones entre los seres vivos y no vivos en el medio ambiente.

Ecosystem - An area where living and nonliving things interact. All components are linked together through energy and matter interactions.

Ecosistema - Un espacio donde los seres vivos y no vivos interactúan. Todos los componentes están unidos entre sí a través de la energía y el flujo de nutrientes.

Energy - Usable power that can exist in several forms including; heat, kinetic or mechanical energy, light, potential energy, electrical.

Energía - Poder útil que existe en varias clases: térmica, cinética, mecánica, luminosa, potencial, o eléctrica

Evidence - The available body of facts or information indicating whether a belief or proposition is true or valid.

Indicio/Pruebas - Los datos que muestran que una opinión o hipótesis es verdad o válido

Food Chain - A hierarchical series of organisms, each dependent on the next as a source of food.

Cadena de alimentación - Un serie jerárquico de organismos, cada uno dependiente al siguiente para alimento.

Food Web - Show how plants and animals are interconnected by different paths.

Maraña de alimento - Muestra las varias relaciones entre plantas y animales.

Fungus - Any of a group of unicellular, multicellular, spore-producing organisms feeding on organic matter, including molds, yeast, mushrooms, and toadstools

Hongo - Cualquiera de un grupo de unicelulares, pluricelulares productoras de esporas organismos que se alimentan de materia orgánica, incluyendo hongos, levaduras, y setas.

Habitat - The area where an animal naturally lives. It must include food, water, shelter and space suitable to the animal's needs

Hábitat - La zona donde vive un animal naturalmente. Debe incluir comida, agua, refugio y espacio adecuado a las necesidades del animal.

Interact - To act in such a way as to have an effect on one another

Interactuar - Comportamiento que afecta o influye a los de más.

Interdependence - The concept that everything in an ecosystem or community is related to everything else

Interdependencia - El concepto de que todo en un ecosistema o comunidad tiene que ver con todo lo demás.

Invertebrate - An animal that does not have a backbone (insects, worms, banana slugs, jellyfish, squid, etc)

Invertebrados - Un animal que no tiene una columna vertebral (insectos, gusanos, babosas de banano, medusas, calamares, etc.).

Macroinvertebrate - Organisms without backbones, which are visible to the eye without the aid of a microscope

Macroinvertebrados - Organismos sin columna vertebral visibles al ojo humano

Matter - A substance which has mass and occupies space

La materia - Una sustancia que tiene masa y ocupa espacio

Natural Resources - Materials or substances such as minerals, forests, water, and fertile land that occur in nature and are used by humans for survival and for economic gain.

Recursos Naturales - Materiales o sustancias, tales como minerales, los bosques, el agua y la tierra fértil que ocurren en la naturaleza y son utilizados por los seres humanos para sobrevivir y para obtener beneficios económicos.

Nocturnal – An animal that is primarily active and awake at night

Nocturnal - Un animal que es activo y despierto principalmente por la noche.

Observation – The action of observing something carefully in order to gain information

Observación – El acción de observar o mirar algo para adquirir algún conocimiento sobre su comportamiento o sus características

Organism – A living thing that has the ability to function independently, eg. plant, animal, fungus, bacteria,

Organismo – Un animal, planta, hongo, bacteria o un organismo unicelular

Photosynthesis – The process by which green plants utilize sunlight, carbon dioxide, water and nutrients to produce their own food

Fotosíntesis - el proceso por el cual las plantas verdes utilizan la luz solar, el dióxido de carbono, el agua y nutrientes para producir sus propios alimentos.

Predator – An animal that hunts other animals for food

Depredador - Un animal que caza otros animales.

Prey – An animal that is eaten by predators

Presa - Un animal que es comido por otros animales.

Producer – An organism (usually a green plant) that produces its own food

Productor - Un organismo (generalmente una planta verde) que produce su propio alimento.

Soil - The upper layer of earth in which plants grow, a black or dark brown material typically consisting of a mixture of organic remains, clay, and rock particles

Suelo – La superficie de la corteza terrestre donde crecen plantas, una materia negra o moreno que consiste de restos orgánicos, barro, y partículas de rocas

Symbiosis - Interaction between two different organisms living in close physical association, typically to the advantage of both.

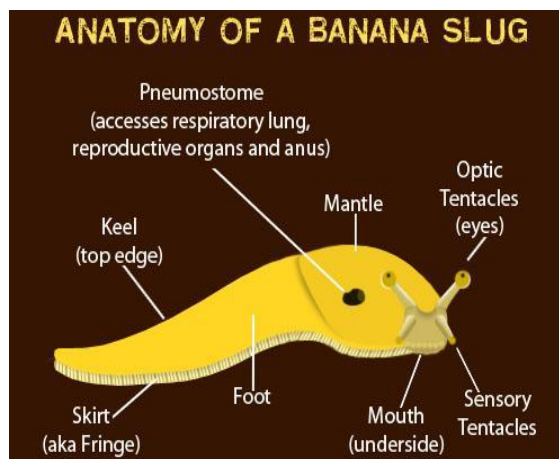
Simbiosis - La interacción entre dos organismos diferentes que viven en asociación física cercana, por lo general en beneficio de ambos.

Vertebrate – An animal that has a backbone. The 5 types of vertebrates are: mammals, reptiles, amphibians, fish and birds

Vertebrados - Un animal que tiene columna vertebral. Los 5 tipos de vertebrados son: mamíferos, reptiles, anfibios, peces y aves.

Watershed - An area or region drained by a river, river system, or other body of water.

Cuenca de las aguas – El área o región vaciado por un río, sistema de ríos u otra masa de agua



A 5th Grade ENGLISH LANGUAGE ARTS, CCSS ALIGNED UNIT OF STUDY FOR BEFORE AND AFTER YOUR TRIP TO OSS

Below is the link to and a brief summary of *Extending the Impact*, a CCSS aligned ELA Unit of Study designed around the outdoor science school experience

<https://drive.google.com/open?id=0B2L063yidmiqVkhoWC1FWWxxOTQ>

Brief Summary of the Unit:

In this unit designed to wrap around the Outdoor Science School experience, students will learn about ecosystems and how human actions impact their watersheds. They will learn the components of an ecosystem and how living organisms interact with non-living elements, especially water. As a culminating performance task, they will write a news article explaining the possible impacts on the watershed of a community decision on how to use a parcel of land adjoining a creek or lake. They will also work as a class to create a game to play with their families that will illustrate some of the potential impacts of human actions on the land, air, water, and living organisms in the local watershed.

Essential Questions:

- How do scientists communicate? How do human actions affect our watershed ecosystems?

Desired understandings:

How do scientists communicate?

- a. Scientists make use of written texts and visuals (such as diagrams, graphs, and tables) to more clearly communicate their understandings and findings.
- b. Scientists can provide specific examples of concepts, processes, and categories to explain their thinking.
- c. Because different sources of information on the same topic will contain some similar information, but also additional information, it is important to consult more than one source when investigating a topic.

How do human actions affect our watershed ecosystems?

- d. The living organisms of an ecosystem, including human beings, both affect and are affected by the land, air, and water of the system.
- e. What affects one part of the ecosystem will eventually affect all parts.
- f. Human actions can positively or negatively affect the ecosystem.
- g. Communities make choices on how to use land based in part on the environmental impacts of such choices.

Key knowledge and skills:

Students will know and/or identify:

- a. Different text organization patterns common to informational text such as cause/effect, definition, and examples/explanation;
- b. An ecosystem is made up of the interactions between the land, air, and water of an area, and the living organisms within it;
- c. Specific interactions of living organisms with each other and with land, air, water;
- d. Possible effects on water quality of different human actions.

Students will be able to:

- a. Summarize the main ideas and key details of an informational article;
- b. Use text features of science texts such as graphs, diagrams, tables to understand the science content of the text;
- c. Quote accurately from texts;
- d. Write a news article with clear text organization and structure;
- e. Explain/describe the effects of a human action on the watershed using texts and diagrams;
- f. Explain how various sources differ in the information provided and organization of information.

Performance Tasks:

1. **Game Card** (Performance-based Assessment #1). As a class, students create a game to play with their families. Each student creates cards that explain, in detail, the potential impact of a human action on an ecosystem in their watershed. For example, creek-side redwood trees are logged and sold. The creek loses its shade and temperatures rise, killing the trout. Or, farmers stop fertilizing their fields before a rainstorm, thereby reducing the amount of nitrogen flowing into the lake, which reduces the algae bloom, which increases the oxygen levels of the lake leading to more fish.

2. **News Article** (Performance-assessment #2). As a class, students review documents describing the potential impact of different land use decisions for a parcel of land adjacent to a creek or lake. In small groups, students discuss the impact of a particular choice and write a summary and/or take notes of each of the documents provided. As individuals, they write a news article describing the impact of one choice, quoting from the documents as appropriate. They read each other's rough drafts and provide feedback to each other. They use the feedback from others to revise their own articles.

California Common Core Fifth Grade ELA Focal Standards for *Extending the Impact*

RI.5.1; RI.5.2; RI.5.4; RI.5.9; W.5.2; W.5.8; SL.5.1; SL.5.4; SL.5.5

Supporting Next Generation Science Fifth Grade Disciplinary Core Ideas

5-LS2-1; 5-ESS2-1; 5-ESS3-1

Supporting CCCSS ELA Language Standards

L.5.1.c; L.5.4.a,b; L.5.5.c; L.5.6

Acknowledgements

The development of this unit was made possible through the generous financial support of the Packard Foundation Local Grants program and the sponsorship of the Santa Cruz County Office of Education. We would like to thank Associate Superintendent for Educational Services Mary Anne James for her vision in supporting this project. Collaborating teachers Ilana Lowe, Lisa Gammino, Evan Siegesmund, Rona Fennessy and Kulani Kamahao field-tested the lessons with their students and provided valuable input and feedback, without which this curriculum guide would not exist. Thank you for your dedication and openness in sharing your experiences and insights. Naturalists at the Outdoor Science School also allowed us to accompany them and their students on field experiences to observe and shared their own reflections on student understandings. Special thank you to Lead Naturalist Hannah Smith. Pat McQuade, of Nature Trading Cards, provided many sample Nature Trading Cards and took extra time and care to adjust the pack to best meet the needs of our project. Tami Stolzenhaller of Watsonville Public Works and Vai Campbell of the Soquel Creek Water District provided multiple copies of *Our Water Works in Santa Cruz County* for student use. Photographer Eric Ebel of WashingtonOurHome graciously allowed us to use his photos to illustrate texts. The Eschool Today website, based in Ghana, generously provided permission to use content from their site. The Virginia Association of Soil and Water Conservation Districts and the County of Santa Cruz Environmental Health Services allowed us to adapt their resources for this unit. Lisa Krieger of the *San Jose Mercury* and Ryan Masters/Jondi Gumz of the *Santa Cruz Sentinel* gave permission for adapted versions of their articles to be used. Thank you to Stewart Jenkins of the Monterey Bay Center for Environmental Literacy for contributing to the interview transcripts. Finally thank you to all the fifth grade students (including MCJS) who participated in field-testing at H.A. Hyde, Amesti and Main Street Elementary Schools.

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Contact Information:

Santa Cruz COE Outdoor Science School/ Santa Cruz COE Curriculum and Instruction Department

400 Encinal St, Santa Cruz, CA 95060

831 466 5800

SUGGESTED ACTIVITIES FOR SOCIAL SKILLS PREPARATION

One of the goals of Outdoor Science School is for students to learn responsibility and cooperation through group living. Making new friends and getting along with others is part of the experience at Outdoor Science School.

SUGGESTED ACTIVITIES:

Personal Goals

Write the list of character traits on the board:

cooperates	follows directions	listens
brags	thinks they're better	polite
likes to laugh	friendly	caring
positive	bossy	gossips
kind	truthful	respects others
teases	whines a lot	considerate
complains	understanding	selfish



Students should:

Draw a large cabin on a piece of paper.

Choose words on the list that would best describe the ideal person to share a cabin with.

Write the good traits inside the cabin and the traits they don't want outside the cabin.

Have the students draw a large mirror on a piece of paper

They should repeat the exercise choosing words that describe how they will act at Outdoor Science School.

Write the traits that would best describe them in the mirror.

Write the words that they hope would never describe them outside the mirror.

Situations

The following situations can be made into a role play or put onto cards and discussed in small groups.

1. Your best friend is homesick and misses their family. What can you do to help your friend?
2. Someone in your group started a rumor about your best friend. What could you do to stop the rumor? How could you help your friend feel better?
3. There is a student in your cabin who annoys you and you don't like it. You are getting very angry. What can you do to make the situation better? What could you do that might make matters worse? How could you solve the problem?
4. You notice that everyone at your lunch table knows each other except one person. How might they feel? What can you do to help make them feel more comfortable?

IMPORTANT AND USEFUL LINKS FOR PLANNING YOUR TRIP

<p>Parent FAQ's</p>	<p>Parent FAQ's in English</p> <p>Parent FAQ's in Spanish</p>
<p>Parent Tutorials for Student Forms</p>	<p>Authorization to Administer Medication Tutorial - English</p> <p>Spanish coming soon</p>
<p>Student Safety Video - To be shown the week before students participate in our program.</p>	<p>Student Safety Video</p>
<p>Student Pre-Survey - Students should complete this survey about one week before they participate in our program</p>	<p>Student Pre-Survey</p>
<p>Student Post-Survey - Students should complete this survey within one month after participating in our program</p>	<p>Student Post-Survey</p>
<p>Nature Rocks! Website (Starring Creature) for learning some of the songs we sing</p>	<p>Nature Rocks!</p>
<p>Every Child Outdoors Website - Our non-profit partner which provides tuition support for eligible schools in Santa Cruz County</p>	<p>www.everychildoutdoors.org</p>
<p>Outdoor Science School Website</p>	<p>www.osp.santacruzcoe.org</p>